

CTA

JOURNAL

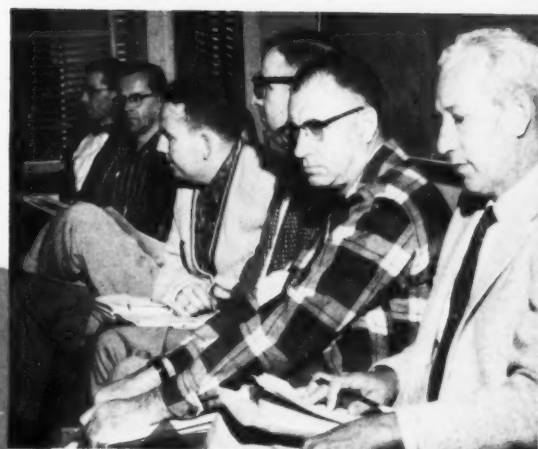
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Official Publication of the
California Teachers Association

MEETINGS consume much of the teacher's time. Our cover this month, photographs taken by Matt Krier, Bay Section editor, illustrate the kinds of meetings in which local associations seriously consider professional and educational problems.

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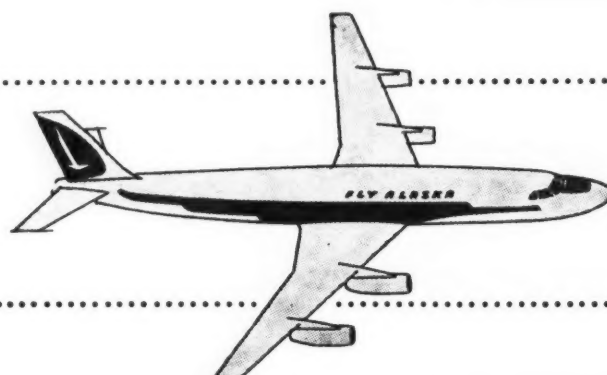
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NEWS *in education*



"CAN PARENTS HELP?" is the title of the 13th unit in the current series of "Why, Teacher?" television programs being produced and scheduled by CTA. A panel of two teachers and two newspapermen shown above participated in a discussion of parent-school relationships for the show, which was telecast by California stations last month.

At left, Robert Barr, managing editor of the *Alameda Times-Star*, examines a brochure on the new CTA headquarters with Mary Jo Tregilgas, teacher at Rosecranz elementary school, Compton, and former NEA director of California. At right is Joseph Moray, fourth grade teacher in San Lorenzo elementary schools and outstanding mathematics teacher on the KQED in-school instructional series. At the rear is Tom R. Hennion, editor of the *Tulare Advance-Register*.

TOP PRIORITY FOR EDUCATION was indicated by Governor Edmund G. Brown as he prepared his legislative program early in January. In his message he urged adoption of new requirements for the teaching credential which would "reduce the types of credentials from a bewildering 40 to a basic five" and would require that teachers have a college major in an academic subject. He asked for a minimization of "wasteful fringe courses." He suggested serious consideration of a statewide testing program and special programs for gifted pupils.

LEGISLATIVE HEADQUARTERS for CTA was reopened in Sacramento during New Year weekend with Robert E. McKay in charge. An office has been leased in room 233, Senator Hotel, 12th and L Streets, directly across the street from the Capitol. Phone number is HICKORY 6-1464. McKay is assisted by William Barton and Jack Marpole; Dr. Corey spends time periodically in Sacramento during the session. *CTA Legislative Letter* began its weekly appearance January 6, will continue distribution to key educational leaders in California until June.

TEACHERS ASSOCIATION OF LONG BEACH expects to employ an executive secretary who will begin work July 1, according to Warren Powers, president of TALB. Application forms are available at the Association's office, 235 E. Eighth St., Long Beach; deadline for filing is April 1. Expected salary to be offered will match high school principal's schedule, currently \$13,000 to \$16,000 annually.

DR. WILLIAM V. LAWLOR, Glendale dentist and chairman of the Citizens Advisory Commission to the Joint Interim Committee on Education of the state legislature, published the final report of the Commission in an 80-page booklet dated November 1, 1960. The 27-member Commission had served for two years, compiled over 5000 pages of testimony, produced 104 recommendations. The chairman indicated that of the 4400 individual votes cast, only 48 were dissenting, representing a minority report by four members.

Contents of the report cover teachers, teaching, and credentialing; curriculum and organization of the educational program; and school government.

Many of the proposals of the Commission are consistent with policies held by the CTA State Council and the Commission on Educational Policy; some are obviously distasteful to the teaching profession. However, the State Council, in its regular December meeting, did not wish to take issue with any of the items of the Report, since it was not then known which recommendations (if any) would be submitted to the Legislature for action during the current session.

The State Department of Education has produced a mimeographed staff memorandum citing current Education Code provisions affecting the various recommendations of the Report.

The State Printing Office, Sacramento, is producing a full report, including majority and minority opinions, but release date has not been announced. While the original supply lasts, requests for copies may be directed to Dr. Lawlor at 610 No. Central Avenue, Glendale.

SCHOOL ADMINISTRATORS from western states will converge on San Francisco February 25 for the biennial AASA regional convention, with registration and exhibits at Brooks Hall. Seven general sessions are scheduled for the four-day meeting, plus large sectional meetings, panel-led discussion groups, and state breakfasts. President Forrest E. Connor will preside. Many Californians are among speakers and consultants on the program. Other regional meetings will be held later in St. Louis and Philadelphia.

NEWLY ELECTED members of the State Council of Education, nearly one-third of CTA's governing body, met at the Burlingame headquarters January 7 for a full day of orientation on the structure of the Association and its policy-making operation. The executive secretary and staff department heads spoke and answered searching questions.

CHARLES C. HERBST, member of the CTA board of directors from Southern Section, was appointed in December chairman of the Legislative committee of the State Council of Education, succeeding Jack Robinson. Fred J. Clark, Stockton, is the new chairman of the Financing Public Education committee, succeeding Paul Ehret. NEA Director Melvin Keller, Stockton, is chairman of the NEA Relations commission, succeeding Hazel Blanchard. Esme Jesson has resigned as chairman of the International Relations committee; the vacancy has not yet been filled.



CALIFORNIA SENATORS SUPPORT AID FOR SCHOOLS



SEN. THOMAS H. KUCHEL
Republican

SEN. CLAIR ENGLE
Democrat



BY SENATOR KUCHEL

IN OUR seemingly never-ending struggle to preserve our freedom, the proper education of our American youth is of supreme importance. Yet in many sections of our nation our education systems are lagging. Local bond issues proposed by local school districts all too often are rejected by unbelievable shortsightedness. Where they are approved, selling them to the investing public is complicated all too often by more attractive competing securities offered by private or other public sources.

Inadequately educated Americans are an ill-afforded luxury in an age of great foreign and domestic challenge. We must have the services of our best talents. They are not self-developing. Rather, they require nourishment in a proper environment (the classroom) by those (the teachers) who should be adequately rewarded monetarily (and not just psychologically!) not only for the time they have devoted to their own training, but because of the importance of their work.

Both the Republican and Democratic parties agree that there is a federal responsibility in the education of our youth. The Eisenhower and Kennedy Administrations agree. So does the great majority of the American people, in my judgment. The Federal Government has aided education since the founding of our nation. Public land earlier was set aside by act of Congress so that the proceeds from its sale could be used to build schools in the Northwest Territory. One program, vital to California and in which I have long taken a keen interest, is the so-called aid to impacted areas program. Our state has received over \$393 million in federal funds in the last decade to alleviate the educational burden which the opening of defense plants and military installations and their resulting influx of thousands of new school children have placed on many of our local school districts. School administrators and teachers throughout the state have told me that without these funds the educational situation in California would have been hopeless.

Your elected representatives do a disservice if they permit seemingly unresolvable issues to halt needed action in meeting this crucial challenge. In the last Congress I supported the so-called School Assistance Act of 1960, although I did not agree with every provision in the bill and although I also believed that the legislation did not deal with some problems

(Turn to page 30)

BY SENATOR ENGLE

OUR national strength depends greatly on our ability to provide the very highest quality of education. Although money alone will not accomplish this, we must face the reality that every effort to improve education leads us inevitably back to the inadequacy of our present school financing system. State and local resources simply cannot provide the funds needed to meet expanding enrollment and to raise the quality of education to the level essential for our national strength and security.

For these reasons I co-sponsored the Murray-Metcalf Bill in the last Congress. When this bill failed to clear the committees of the Senate, I worked for successful passage of a similar bill (S-8) which provided an average of \$20 per child to be spent for teachers' salaries or school construction in any proportion the states desired. Although the Senate passed S-8 by a good majority, a different school aid bill passed the House and parliamentary maneuvering prevented the House and Senate from coming to an agreement.

With the election of John F. Kennedy, the power of the Presidency is now unequivocally aligned with our fight to provide the best education possible for our children, and we feel confident that the Federal Government will soon be assuming its fair share of the great financial burden.

Again this year I will work for the adoption of a school support bill that will provide federal assistance for school construction and teachers' salaries—a bill that is designed at the same time to preserve state and local control of education and assure the continuance or increase of local and state financial efforts. Enactment of such a law will give us the financial breakthrough so urgently needed.

With regard to general objections to federal support, the case has been built on the three-pronged thesis that such aid destroys local initiative; that it results in federal control over the school operation; and that it places on the shoulders of the whole nation a tax burden that should be carried by the respective state and local governments.

These arguments have been thoroughly penetrated and shattered. Testimony before the Senate Labor and Public Welfare Committee by responsible educators has exposed the first two themes as pure myths. The facts clearly show that state and local governments receiving federal assistance for education have strained themselves to a greater degree

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ARTHUR F. COREY
CTA Executive Secretary

Bi-partisan School Support Develops in Congress

PLUTARCH reported that Antony, in preparing for his ill-fated and decisive battle with Augustus Caesar, ordered magnificent feasts and celebrations. The people began to ask themselves what would be done to celebrate the victory when they went to such an expense of festivity at the beginning of the war. It is not prudent to celebrate a victory before it is won. One must always remember that he who risks battle risks defeat.

Nevertheless, one is forced to conclude that there is developing a confluence of forces which could well result in the passage of a satisfactory general federal support bill for schools in the 87th Congress. An important feature on page 4 of this issue of the *Journal* presents statements on this subject from Senators Engle and Kuchel. A careful reading of these messages reveals similarities which will impel even cautious friends of federal support to take heart. Senator Kuchel and the co-author of the bill he describes, Senator Cooper, have always been friendly to public education. Now, as responsible Republican leaders in the Senate, they are advancing the position long espoused by the late Senator Robert Taft when he led in promoting general federal support for the public schools.

There is no significant difference between the Kuchel-Cooper proposal and the position which has been taken by the new Democratic administration—a stand long supported by Senator Engle and many California Congressmen of both parties.

This alignment offers a reasonable possibility of a bi-partisan approach which, if carried over into the House of Representatives, would result in resolution of this long legislative struggle.

A.F.C.

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All-Year Program at Whittier

Better curriculum, higher pay, improved morale are rewards of revolutionary new plan in southern California district.

By Heber H. Holloway

ATEN PER CENT INCREASE in pay granted last Fall to certificated teachers of Whittier Union High School District is not necessarily unique in California. But the means by which this raise was effected is widely considered one of the most important developments in personnel standards to be conceived in our time.

The salary program came about as the result of the formation, in August, 1959, of a Teachers' Compensation Study Committee composed of all board members, the superintendent, assistant superintendent, personnel services, one principal, a teachers' club representative from each of six high schools, the Whittier District High School Teachers' Club president, the district T. C. salary committee chairman, and chairman of the district professional relations committee.

The compensation plan grew out of a long series of meetings of this group, and reflects the stated objective of the committee "to develop the finest compensation program for certificated personnel in order to provide superior educational services for the students of the Whittier Union High School District within the framework of the available finances, personnel resources, and policies of the district."

It has been labeled "All-Year Program," "11 Months' Plan," and other similar terms. It has been widely discussed and often misunderstood and

misinterpreted, as is usual with innovations.

The plan, itself, was simple. It was composed of two related parts: (1) the 1959-60 salary schedule was retained, but another month's salary was added for all teachers. (2) The number of working days for teachers was re-defined as: "Certificated employees, other than those on a 12 months' contract, shall work 20 days in addition to those days that school will be in regular session."

This plan is significant in that it did provide a readily accepted ten per cent increase in the annual salary schedule, but more important still in that it represented a major break-through in teacher salary concepts.

It was the first time that our community had recognized that preparation, orientation, and other pre-school activities are necessary for a good educational program and worthy of the same compensation as regular classroom teaching. It included, also, not only receiving but giving on the part of teachers. The teachers received more pay, but were expected to give more service. It was clearly recognized that the 20 additional days were not all additional work because teachers in the past had given much time voluntarily. However, it did mean they were obligated definitely to 20 additional days providing some 12,000 teacher-days that could be devoted to the improvement of high school education.

The schedule was adopted in January, 1960, and plans were started immediately to solve the administrative problems of converting theory into practice. The following work schedule was adopted in March:

	Days	Purpose
August 22-September 9	14	Preparation Orientation In-service training Enrollment Counseling Parent conference Group testing
November 19	1	Parent conference
February 16, 17, 18	3	Spring counseling Parent conference In-service training
June 19, 20	2	Planning Evaluation Reports
Total	20	

Detailed plans were made by each teacher in each school for the 14-day period before the opening of school. Time was allotted for two district-wide meetings for all staff members and certain half days set aside when departmental district curriculum committee meetings would have priority over local school activities. Such meetings were encouraged only if promoted by individual schools and more than one school showed interest. Typical of these was the group to study the use of the four new language laboratories. The language department at California High School volunteered to serve as leaders for the district since it had pioneered the only lab in the district the year before.

The theme "Preparation for Excellence" was adopted, and efforts were made to keep a high degree of local option on activities and to provide a maximum amount of time for individual teacher preparation. Latitude for experiment in student activities prior to the opening of school was given to each school, except that each school was required to do some group testing of its

Dr. Holloway is superintendent of Whittier Union High School District.

CTA Journal, February 1961

own choice, counseling, enrollment, and parent conferences. A wide variety of schedules for students evolved. All, however, resulted in students ready to begin regular classwork on the opening day of school.

Since this program was new and different, plans were made early to provide for evaluation of all phases of it. Early informal reports showed enthusiastic approval of the pre-school days. Not the least important activity took place on September 1, when teachers received the first of their 11 monthly pay warrants.

An early report by the personnel division included the following:

"The pre-school portion of the 20-day program has been marked by the enthusiastic and professional attitude of the certificated staff. Teachers have worked individually and as groups in many projects. This initial experiment in 'Preparation for Excellence' has met with the approval of the various faculties. While the normal working hours of 8 a.m. to 4 p.m. have been in effect, it has been reported that the majority of the staff has consistently worked beyond these required hours.

"This time has given each school, department, and teacher an opportunity to develop goals toward the presentation of a better educational program.

"In addition to the orientation meetings, institutes, department meetings, and the individual programs of each

teacher, the following items are examples of some of the projects during the pre-school program:

1. Preparation of foreign language tapes for use of the language laboratories
2. Development of English III and American History units
3. Demonstration of teaching techniques by experienced teachers for the benefit of fellow teachers
4. Preparation and planning for research projects in several areas of the curriculum
5. Coordination and development of materials for classes for the exceptional child.

"Following are some typical comments by teachers:

'How did we ever open school without this period of preparation?

'I don't feel like a new teacher. This time has given me an opportunity not only to become familiar with the school, community, and educational program, but also to become acquainted with my administrators and fellow teachers.

'We have accomplished more with our committee during the last two weeks than we did all last year.'

"The enthusiasm expressed and demonstrated by the teachers for this period of time has been a good indication of the high level of teacher morale that each principal has reported for his campus. They report that a feeling of unusual cohesiveness has developed among their faculties from the formal

and informal inter-action of this pre-school program.

"The pre-school testing and orientation program for students has met with overwhelming success. Whittier High School reports that the freshman orientation program, the sophomore and junior testing program, and the pre-school activity program, exceeded expectations. Ninety per cent of their pre-enrolled students have received class schedules, completed standardized tests, been issued lockers, and are ready to start classes at 8:30 a.m. Monday morning.

"Pioneer High School reported that 243 of 270 pre-enrolled junior students appeared for their testing and activity program."

A later comprehensive evaluation was made by TEPS Committee of the Teachers' Association. Four hundred forty-eight teachers, representing 76 per cent of the total group, completed the questionnaire. Responses showed an overwhelming majority in favor of the program which was labeled by one teacher as a "challenging and original concept of teacher preparation." The table on this page shows detailed responses to questions asked.

Saturday, November 19, was used for parent conferences, group testing for students, and general preparation for teachers. The day was scheduled just after the issuance of first quarter grades, and a total of 2,773 parent conferences were held in the six high schools. Comments reflected a very favorable attitude toward the day by teachers, parents, and students.

Following the November 19 evaluation, reports were received from all schools by the Teachers' Compensation Study Committee. It was the overwhelming majority recommendation that the 11 months' plan be continued for 1961-62. Accordingly, on December 15, the board of trustees adopted this schedule for 1961-62:

	Days	Purpose
August 22-September 8	14	Preparation Orientation In-service training Enrollment Counseling Parent conference Group testing
November 18	1	Parent conference
January 29	1	Semester II preparation
February 15-16	2	Spring counseling Parent conferences In-service training

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T.E.P.S. PRE-SCHOOL WORK EVALUATION

Questions	Beg. Teacher		2-3 Years Exp.		4 Years or More	
	YES	NO	YES	NO	YES	NO
I have changed my course outline.	22	25	80	30	171	76
I have become better acquainted with the learning process as it applies to my subject.	41	10	95	20	202	50
I have become more knowledgeable about my special area of instruction.	47	4	101	14	238	23
I have become more acquainted with the system of communications within our administrative organization.	48	4	78	29	188	69
I have become better acquainted with the learning materials in my department, audio-visual aids, etc.	47	3	103	12	205	43
I am better acquainted with other staff members and their professional roles and abilities.	48	2	102	12	131	26
The 14 Days (should, should not) be offered next year:	Should	Should Not	Should	Should Not	Should	Should Not
	48	2	103	24	235	20



A Teacher's Reflections on

Abraham Lincoln

ETHEL HOFFLUND, an elementary teacher at Torrance, wrote the brief but inspiring "Why Do I Teach?" which was published in the April 1959 issue of the Journal. It has since been reprinted in several other publications with total circulation of over three million. This is her second contribution, an exceptionally timely and thoughtful essay.

OUT OF THE MULTITUDES of Americans who have breathed and ceased to breathe and lie forgotten, Lincoln, you are remembered. Out of the multitudes of Asians, Europeans, and Africans who have lived and now are dust, only a handful of men, and you, have transcended human barriers to live in the hearts of men of all races and creeds and distinctions. A memorial in our capital city is evidence of our regard.

But our devotion is better exemplified by the manner in which we have endeavored to complete our unfinished tasks. Almost a century has passed since you uttered at Gettysburg your historical plea for us, the living, to be dedicated to the preservation of the great American experiment. Have we succeeded?

Our many and varied states, now totaling fifty, continue to be united under a strong Constitution. Our geographical boundaries have expanded to Alaska and Hawaii. Cornfields of Iowa meet the sweet pasture lands of the West; smokestacks of the East meet the cotton fields of the South. Our landscape includes Plymouth Rock and the Great Lakes; Montana sheep ranches and Oregon pines; majestic redwoods of California that have lived through the rise and fall of civilizations; the mighty Mississippi with the Ohio and the Missouri winding into it; Chicago, Boston, Birmingham, Dallas, Seattle, Honolulu, and northward to the Arctic Seas.

Our melting pot bubbles and explodes, simmers, and is calm, for deep in the current of American life there flows an abiding faith in this land of ours, its productivity, its institutions, and its government of the people.

Let us consider the question of equality. Due to our mixture and the changing predominance of races, prejudice wears many faces; yet, because it is less discernible in the United States, each year thousands of immigrants seek admittance to our shores. We have learned that, while no law can equate man's abilities, it can give him equal opportunity to realize his highest potential. A democracy depends on the fullest development of the talents of all its people, therefore, it is imperative this opportunity be given to all. We have begun to think of the mentally and physically handicapped, the poor, and the aged. With the passages of the thirteenth, fourteenth, and fifteenth amendments, the status of the Ne-

gro has improved, but the degree to which Civil Rights is attained by all our citizens is the concern of every American.

You gave your "angel" mother credit for all that you became, Lincoln. Other great men have given similar testimony. Good mothers enrich our nation immeasurably, but their task has grown more complex due to increased urbanization. Today they seek insurance of economic security, domestic tranquillity, and the promotion of the general welfare, for the status of these affect the rearing of the young who have more choices to make and more freedom to make them. Women who have become public figures have not neglected the cradle, necessarily, for women are people, and some are capable of fulfilling several and dissimilar roles. Statistics reveal that two-thirds of the world's children suffer from privation, poverty, and disease—the breeders of war. Because you, Lincoln, rose above these hardships we are inclined to idealize this struggle. This admiration is not altogether meritorious for many have been overcome by poor environment. Women who possess strong maternal instincts, plus administrative abilities, can do much to remove these impediments to future peace and the well-being of all the children.

Kings have vanished, but not all tyrants. In our growing bureaucratic organization, initiative is often, erroneously, considered synonymous with insubordination. The little man in an executive position can destroy, with a nod of his head, the nonconformist. Because creative people are, by nature, unable to conform in the strictest sense, we may lose the contributions of our original thinkers who are too restricted by red tape and the hierarchies of the unimaginative. Leaders in a democracy should encourage, not squelch, the individuality of its people. We would pray they had humility like yours, Lincoln.

While the average workman in our country enjoys a standard of living unexcelled elsewhere, our system of checks and balances is needed to retain the best condition for all. Advanced technology makes work easier for the laborer, but machines take over his skills; unions protect his interests, union officials may become unscrupulous. Always with increasing modernity, new and subtle ways are found by the cunning to ruin the hopes of visionaries. Racketeers stand ready to steal the fruits of our labors. Literate criminals bring corruption to the fundamental rights of life, liberty, and the pursuit of happiness. Nevertheless, if we uphold the American judicial system, the procedure exists whereby men may appeal and correct evils. Lincoln, we need your sense of justice.

You who struggled alone by the firelight in search of book knowledge, how your eyes would have gleamed with the wonder of modern compulsory education and the use of free libraries. Would you not agree that an eager child is our nation's most valuable resource? Of necessity educators seek to measure this child's ability with scientific procedures, yet they realize that a human being cannot be catalogued with complete accuracy because of steadfastness of character and the spirit that motivates achievement cannot be estimated with precision. If you were a child today, Lincoln, where would your scores place you in the normal curve of distribution? Would your greatness be more easily predicted than it was in your youth over a century ago?

Our educational battle is a global one. The text of the first primer to reach the hands of the world's 1,200,000,000 illiterates may be the decisive factor that balances the scales for, or against, the western world. We must resolve this

problem with your scholarly wisdom, and honesty, and unselfish consideration for others.

Freedom from fear is our birthright, but tons of tranquilizers cannot destroy the possibility of complete devastation by bombs. Scientists report that our stratosphere is already filled with radioactive particles that can bring misery to us and to our children. Just as a tiny piece of lead brought a swift end to your consciousness in 1865, so can the atom annihilate civilization in this generation. We whose ancestors, like yours, suffered exposure, hunger, and early death because of diseases then incurable must find immediate and positive solutions to our present fears. Lincoln, we need your insight, and strength, and courage.

If eternal vigilance is the price of liberty, we must combat the infiltration of undemocratic ideas for they are the strongest weapons of modern conquerors. On the other hand, our freedoms guarantee us access to *all* knowledge and the right to make our own deductions. Practices of book deletions and the hysterical pointing of fingers at innocent people can weaken the very structure we seek to protect. Though vigorous and positive accent on the values of our form of government is imperative, rigid conformity is the direct antithesis of our right to rebel, for unless this avenue is kept open, any unfortunate control of our government cannot easily be changed. It follows, then, that our best defender is a high national morale which we can maintain by a continuance of a high standard of living, increased cultural understanding, and the cultivation of the highest potential of our children. All over this nation men and women who seek to follow your example of honorable living, are the strongest bulwark for national security. In addition, we pray for leaders who believe that public service is a privilege and not a stepping-stone to undue power. May they emulate you, Lincoln.

Our pioneer spirit that has conquered the mountains, the deserts, and weather hazards, seeks a new cause illumined with sublimity. We are one of 83 countries now joining hands for the peaceful solution of international problems. In the United Nations building, towering above New York City, delegates from diverse areas, by the use of free speech and press, and united effort, have aided in the withdrawal of troops in Iran, the stalemate of aggression in Korea, the birth of Israel and Indonesia. Yet, there is no action to solve more recent international crises. Will this citadel to world peace fail us, too? To whom shall we turn? Always men in their anxiety to form a perfect system of world government have presented many and varied philosophies. Those which have seemed the most feasible have contained a common foundation, a summation of the tenets of Christianity. Thus, in an age of realism, we may find that idealists, like you, who believe in the brotherhood of man, may be the most practical of all, and that freedom of religion may bear the delectable fruit of the lost Garden of Eden.

Americans will always pay you homage, Lincoln. Time can but add to your stature, for you are the American symbol of achievement in the face of great obstacles. Your example inspires us, the living, to high endeavor. How can we, who instruct the young, best serve our country? Is it not imperative that we do more than teach facts? Should we not point out the wonder of our heritage and show enthusiasm for those principles of government for which our ancestors have sacrificed so dearly? In an age of plush softness and cozy togetherness is not the youthful admiration of great individuals a necessary adjunct to our sterner purpose in education? ★★

UNIVERSITY OF THE PACIFIC OPENS INTER-AMERICAN STUDIES

UNIVERSITY OF THE PACIFIC is the name formally reclaimed by College of the Pacific, Stockton, at Founder's Day celebration January 6, marking the 110th anniversary of California's oldest institution of higher education.

President Robert E. Burns announced a 12-point program in the University's Inter-American Studies and set a ten-year goal to amass \$50 million in resources to undergird the schools and departments of the growing institution.

Originally chartered in 1851, the institution, formerly located at San Jose, was known as University of the Pacific from 1852 until 1911. It now has schools of engineering, education, pharmacy, and graduate studies; a conservatory of music; and a liberal arts college (which will continue to bear the name College of the Pacific).

One of the major points of the Inter-American Studies program, parts of which are major academic innovations in U. S. higher education, will be a cooperative arrangement with Santiago College in Santiago, Chile, and Ward College, in Buenos Aires, Argentina, prestige high schools of that area, for the development of junior colleges at both institutions which will feature the liberal arts-centered curriculum almost unheard-of in Latin America. Pacific will provide advice on the development of courses and curricula, make qualified members of its faculty available for teaching at the new institutions, and encourage its students to take a "sophomore year abroad" at the new colleges.

Pacific also is considering the possibility of designating one of its future cluster colleges as a liberal arts college in which all instruction will be in Spanish, an idea unique in the American educational system.

Plans were announced previously for the formation of a group of cluster-type colleges which the University will found. The colleges, which will adapt some of the best qualities of the Oxford University system to the American educational process, will be non-vocational and divisional rather than departmental and will have a modified tutorial system with an



ARTHUR F. COREY was awarded an honorary Doctor of Pedagogy degree by the University of the Pacific January 6 at a convocation on the Stockton campus. President Robert E. Burns (left), in conferring the degree, described him as "an educator, public school administrator, one who has fought consistently to lift the level of the school system of this state as executive secretary of the California Teachers Association, and friend of private education as evidenced by membership on the board of a Christian college." Dr. Corey, in addition to his earned Ed. D. degree from USC, had previously received an honorary Doctor of Laws degree from LaVerne College.

emphasis on independent study. Called Pacific's way of "growing bigger by growing smaller," the colleges will have enrollments of 250 each. The first of these, Raymond College, will be open in September, 1962.

The Inter-American program also includes:

1. The coordination and expansion of Pacific's course offerings into a well-planned and balanced curriculum in Inter-American studies.

2. Use of present faculty resources in this field and the procuring, from time to time, of additional faculty members who are competent in this study area.

3. Strengthening of library facilities as a support for the study plan.

4. Increasing use of persons from Latin America as speakers and visitors to the campus.

5. Development of a scholarship program to allow Latin American students to study at Pacific.

6. Provision for "experience opportunities" on the U. of P. campus for staff members of Latin American binational centers.

7. Development of an exchange program which would bring professors from faculties in Latin America to Pacific to teach and would permit qualified U. of P. faculty members to teach in institutions there.

8. Inclusion of Central and South America in Pacific's tour program.

9. Investigation of the possibility of a "Language House" program in Spanish during summer sessions.

10. Expansion as soon as possible of foreign language offerings at Pacific to include Portuguese as a result of the economic potential and political significance of the United States of Brazil.

Described as "Pacific's answer to the challenge of the times" and "the beginning of what may well be an extensive series of regional studies, a series that may ultimately include the entire Pacific Basin," the Inter-American program was developed from talks Dr. Burns and Dr. Samuel L. Meyer, academic vice-president, held with university presidents, political leaders, ambassadors, cultural attaches, and businessmen during their 45-day tour of 10 Latin American countries last summer.

The University first became interested in an Inter-American program because of the close historic ties of the state with Mexico and the high proportion of the population in the state which is Spanish-speaking; because the Methodist church, with which Pacific is related, has long had an extensive missionary and education program in Latin America; and because of the large number of faculty members at the University who, through personal contacts and professional interest, are associated with Latin America.

Pacific also has library holdings in California history and Western Americana which may serve as a basis for studies in this field and dedicated recently its \$17,000 Olson Language Laboratory, incorporating some of the most advanced techniques and equipment for teaching foreign languages.

RETIREMENT CREDIT study committee of 12, as directed by State Council, has been appointed by the board of directors to include: Mrs. Sarah Carter (chairman), Jack Rowe, Paul Jungkeit, Legislative committee; Vincent Amendola, Corrinne Bush, James Cowan, Financing Public Education committee; Corrinne Hancock, Ray Imbler, Catherine Hanrahan, Retirement committee; Leslie Dunnells, Myrtle Flowers, Stephen Hanson, ARCOSS members of Council.

"OPINIONS and suggestions expressed in the many petitions and letters received by me and by the CTA headquar-

ters office regarding retirement credit for out-of-state service have been reported to the Retirement committee at the recent meeting of the State Council of Education. All communications have been filed. Files on this subject will be turned over to the special committee of 12 (see action of the Council, page 2 of January issue of *CTA Journal*) for its use in preparing a report expected at the April 1961 meeting of the State Council." In these words Catherine Hanrahan, chairman of the State Council's Retirement committee, seeks to acknowledge, through the *Journal*, receipt of communications from many ARCOSS members.

A Day in the Life of Hazel

WHEN a charming and talented elementary school principal from Fresno goes to Atlantic City, New Jersey, next June as a California delegate to the NEA convention, she will be nominated for the office of first vice president (president-elect) of the largest professional association in the world.

With the support of the large California delegation and with growing evidence of interest among NEA leaders in other states, many observers believe that Hazel Blanchard will become, in 1962, the first president of the National Education Association from California since 1923.

Jack Robinson of Paramount, campaign chairman, points out that Mrs. Blanchard has every qualification to serve with distinction as elected head of 715,000-member NEA. Her professional and organizational experience for the last 17 years has given her a broad understanding of teacher problems and aspirations, as well as personal contact with the programs of state and national associations.



Hazel married Lt. Stewart E. Blanchard in 1942, 18 months before his death in an Air Force mission over France. Daughter Pamela Ann, now an A— senior student at Fresno high school, was born in 1944 and the same year Hazel started her teaching career with a third grade at Laton. She taught elementary grades at Winchell school in the Fresno city unified school district for seven years, beginning in 1945. She became principal of Lane elementary school in 1952 and for the last two years has been principal at Rowell elementary.

A life member of CTA and NEA, Hazel Blanchard is a past-president of the Fresno Teachers Association (1949-51) and CTA Central Section (1951-52). She has served since 1954 as a member of the NEA Relations commission of CTA and was chairman in 1958-60. She has attended and served as one of the leaders of the California delegation at every NEA convention for the last seven years.

As a member of the NEA board of directors for the past six years, she has represented California at the Washington headquarters during a period of unprecedented growth and activity in both the state and national organizations.

She is serving this year as first vice president of the Central Section of California Elementary School Administrators Association and is a past president of Fresno EAA. In addition, she has found time for active participation in PTA, Delta Kappa Gamma, and Soroptimists. Hazel and Pam, who live with Hazel's mother, Mrs. Gonser, in a modest home at 820 McKinley St. in Fresno, are so busy with their various activities "we almost need to make appointments to see each other."

HAZEL BLANCHARD's busy life as an elementary principal and as a professional leader is illustrated in this picture story by Gordon Lounsbury, editor of CTA Central Section's Off the Blackboard.



School day begins as Mrs. Blanchard checks attendance records with Mildred Kaiser, her secretary and office manager.



She then drops in at a meeting of four second-grade teachers to discuss grading practices and parent-teacher conferences.



With Mrs. Irma Bartels, fifth grade teacher, she inspects the work done by students on a school-wide dental health project.

In the faculty lounge the principal meets with the officers of the Rowell school faculty club. As former president of the Fresno Teachers Association, Mrs. Blanchard continues to work closely with classroom teachers at all levels.



As a counselor, the principal helps a young student with a problem. Mrs. Blanchard, remembering her eight years as a classroom teacher, likes to spend as much time as possible in personal contact with students.



In the little time available to this busy educator for home life, Hazel listens to records with daughter Pam. Pam, a high school senior, hopes to earn her degree and teaching credential at California's Occidental College.

Mr. K's Educational Reforms-- Two Years Later

Soviet schools direct labor for 30-40 per cent of students completing elementary grades

By Billie K. Press

EVER SINCE the thirties, the Soviets have had as their educational goal a full secondary, college-preparatory education for all children. During the fifties, they were well on the road to achieving this goal, for a large majority of Soviet children were, in fact, completing the highly academic ten-year school. Then, suddenly, in September, 1958, Khrushchev announced that all this was soon to be changed. He introduced his plan for reforming education in the U.S.S.R. with this statement:

"In my opinion, after they have finished seven or eight years at school, all children without exception should take part in socially useful labor at enterprises, collective farms and other places of work. Both in

town and in the countryside, all children finishing school should go to work in production. No one must evade this stage . . . I repeat, there must be no exceptions in this matter."

The reasons for this drastic reversal in Soviet educational policy are believed to be these:

Before 1953, there had been room in the universities and institutes for all those who graduated from the ten-year schools. By 1957, however, so many children were seizing the newly given opportunity for secondary education (in the hope of going to college and rising above the meager proletarian existence characteristic of life in the U.S.S.R.), that there was room for only

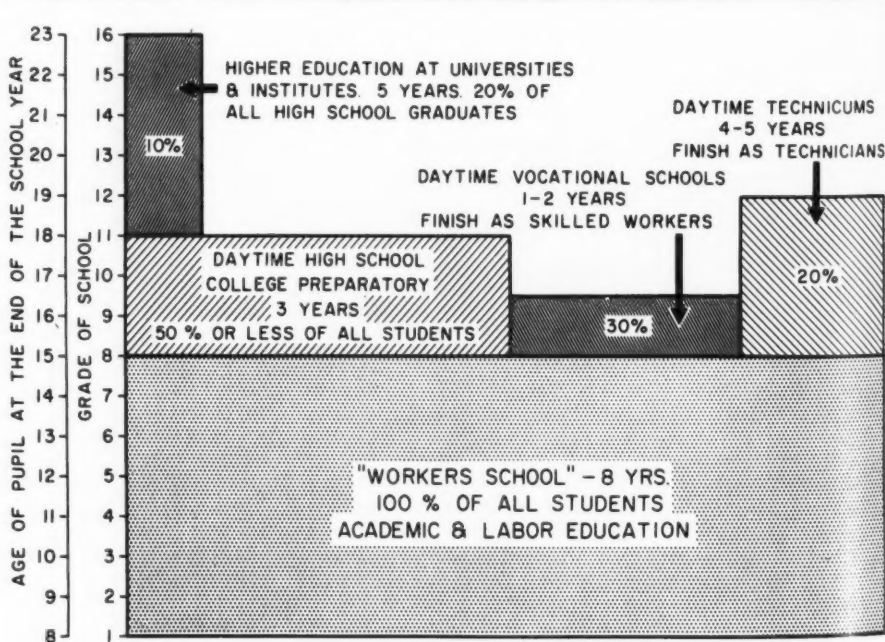
ten per cent of the high school graduates in the institutions of higher education. In 1958 Khrushchev stated that 3½ million high school graduates were unable to find openings in the universities and were unprepared for any type of work. Clearly something had to be done.

The solution occurring to most Americans is, of course: Build more colleges. But not so in the U.S.S.R., where it is not in the state's interest to have a larger number of "intellectuals" than the economy can use. Therefore, rather than expand university facilities, the decision was made to cut back on secondary education.

This summer I visited the U.S.S.R.

"SOVIET SCHOOLS ABANDON THE TEN-YEAR PROGRAM" was the title of the article Mrs. Press wrote for the December 1959 issue of CTA Journal. She described there some of the things she had learned about the Russian educational system during her 1958 visit; a footnote predicted that Journal readers might expect additional views after her projected second trip to the Soviet.

The author, a Pasadena teacher, is wife of a scientist who attended an International Geophysical Congress in Helsinki last summer as planned. But her husband's scheduled tour of U.S.S.R. was withdrawn by the Russians for reasons which appeared to be "pure nonsense." But intrepid Billie, not to be frustrated in her purpose of using two years of Russian language study, was determined to visit Russia. Her chronicle of experiences in getting permission for interviews with educators reads like a Pilgrim's Progress. But she came away from Moscow (her visit was during the Powers trial) with the information she sought—and the story on these pages is the result.



DISTRIBUTION OF STUDENTS in Soviet schools under the Khrushchev educational reform program, a graph prepared by the author from information provided by the director of the Institute of General and Polytechnic Education in Moscow.

for the second time. I had seen schools and talked to numerous school people in Russia in 1958, prior to Khrushchev's Reforms announcement. The purpose of this second trip to the U.S.S.R. was to learn how these reforms were operating in actuality. I discovered that, despite the unequivocal tone of Khrushchev's original (1958) pronouncement concerning education, the reforms, as they have been practiced during the school year 1959-60, and as they are expected to operate in the future, have been considerably "watered down." It is believed that Russian educators in general and members of the elite academic societies in particular are largely responsible for the adoption of this more modified version of K's reforms. I interviewed the director of the Institute of General and Polytechnic Education, the director of the eight-year schools of the Ministry of Education, the editor of the *Teacher's Gazette*, and several teachers and students. This is what I learned:

From now on, compulsory education will be eight rather than seven years. The academic program in the eight-year "Workers' School" will be just the same as it was in the seven-year elementary school. An extra year is needed to cover the ground, however, because "labor education" is being introduced into every school grade.

Labor education consists of (1) classroom lectures on philosophy of proletarian labor; grades 1-4: 2 hours; grades 5-8: 3 hours weekly (2) manual (shop) training; grades 3-8: 2 hours weekly (3) public productive practice: children in grades 5-8 perform 180 hours of "socially useful labor." They clean the school, work in gardens and in school shops and "labor to beautify parks and boulevards."

As one looks at the accompanying graph, it is important to bear in mind that before K's reforms, nearly all city children were completing ten-year academic educations. This graph illustrates the possible educational routes now open to children after they finish their eight-year schooling. Placement in one or another of the groups is a function of academic standing following competitive examinations.

Note that 50 per cent, according to Soviet officials, are still permitted an uninterrupted academic education through high school. Informed western sources say that 40 per cent is probably closer to the truth, however. Note also that 20 per cent of the eight-year

school graduates go directly to various technicums where they receive 4-5 year educations which prepare them for the jobs occupying the middle socio-economic strata of Soviet society, e.g. lab technicians, librarians, nurses, radio technicians, etc.

The 30 per cent (or more probably, 40%) of Soviet children who will be required to enter the labor force following elementary school will do so after one or two years of daytime vocational training. In order to keep hope of personal advancement alive, some opportunities are being offered to these youngsters who begin full time work (6-day week) at age 16: Working youth who wish a secondary education may attend special evening schools for four to six years. Under this program they go to school five hours a night, three nights a week. I was informed by the director of the Institute of General and Polytechnic Education that if a youngster is under 18, the law provides that he work only a half-day on those days when he attends school. The working student also has the right to take his yearly vacation from work at school examination time, in order to prepare for and take his exams. As time goes on it will be interesting to see whether many of these working youngsters have the fortitude to complete so difficult a course.

The Khrushchev reforms have altered Russia's traditional daytime academic high school only to the extent that labor education is now mandatory for all students, including the top 20 per cent of the high school graduating class who will be allowed to continue on in the universities. Labor education for the three high school years (grades 9-11)

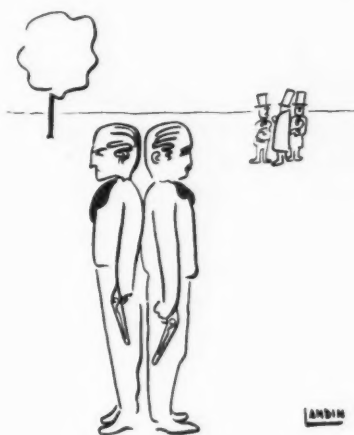
consists of 12 hours a week of shop instruction and "productive practice" in factories and on collective farms. Some of this "productive practice" will be done during the month of June (the Soviet school year being normally from September 1 to May 30, six days a week, of course). The emphasis in this labor education program is to prepare students for work in regional industries so that those who are not accepted by the universities (80 per cent of the high school graduates) are immediately employable as skilled workers.

Soviet educators have not opposed this aspect of the Khrushchev plan because the high standards of the academic program have not been changed* and because these reforms are in keeping with Communist philosophy that intellectuals should not lose contact with proletarian labor. In contrast to this oft-repeated ideal, however, one cannot help but notice, as one tours the U.S.S.R. and talks to its citizens, that Russians are more "ready, willing and able" to lose this contact with proletarian labor than are people in capitalist America—where there is so much less contrast between the lives of the haves and the have-nots.

One more new aspect of Soviet education should be mentioned here: Boarding schools, which formerly accommodated orphans and underprivileged children from large families, are now being set up for all types of children. The number of boarding schools has been increased by 300 per cent this year and it is planned that more and more Soviet children shall attend such schools as time goes on. The reasons are twofold: (1) to ensure that children shall have intensive training in "Communist morality" and (2) to free more and more women workers for full-time jobs.

It cannot be said emphatically enough that life for most people in the U.S.S.R. is still a back-breaking affair and is absolutely devoid of the creature comforts that our lowest economic groups take for granted. The hope of achieving a better life for themselves through education is the force that motivates all young Russians and their parents. Therefore, although the Russian leaders have closed *more tightly* the door to educational opportunity, they would never be so foolhardy as to close it alto-

Turn to page 42



"It started as a friendly discussion of the gifted child . . ."

*All academic high school graduates will still have ten years of arithmetic and math, five years of physics, four of chemistry, five of a foreign language, etc.

To Introduce Order in the *Scramble for College*

By T. Leslie MacMitchell

Mr. MacMitchell is regional director of the College Entrance Examination Board with offices at 703 Welch Road, Palo Alto. The article appearing above continues the guidance discussions which appeared in the December Journal. Some indispensable publications for counselors are available from the Board, including a checklist of reports, handbooks, and brochures.

DR. CLAUDE FUESS, writing in *College Board, Its First Fifty Years*, states: "the College Entrance Examination Board was in its origins an attempt to introduce law and order into an educational anarchy which toward the close of the nineteenth century had become exasperating, indeed almost intolerable, to schoolmasters. The basic trouble lay in a lack of cooperation among colleges as a group and between colleges and secondary schools on the matter of college admissions."

In these past 60 years tremendous strides have been made by national and regional organizations toward better articulation between school and college. But articulation is still a serious problem. One need only read the newspapers and magazines of the day to gauge public apprehension over the problems of preparation for college, admission to college, success in college, and the approaching "tidal wave." It is the hope of the College Board Regional office that the various conferences held under its auspices and in cooperation with schools and colleges, will help to establish better articulation.

This year, approximately 50 per cent of the students applying for admission to college attempted to get into less than 20 per cent of the colleges in the country. Obviously, this concentration of applicants on a small group of colleges must breed multiple applications, extra work, rejections and disappointments. As more students go to college, as they will, we must develop better resources for their placement in colleges, and such resources depend upon counselors who assist students in their search for a college education. Such assistance under our present system means that counselors send for and use catalogues, visit colleges, and encourage visits from college admissions officers.

It is extremely difficult for any high school to maintain an active file on all

of the colleges in the country. One of the reasons that youngsters do not know of college opportunities is that such information is not available to them in the school guidance office or library. But this is a problem that is easily soluble. Suppose that each high school were to have a card file on each college in the country. This card could contain the name of the college, its location, accreditation, enrollment, and the name of the admissions office with whom the counselor has had contact. In addition, there could be information concerning the general nature of the college, type of support, church relation if any, requirements for admission, curricula and programs of study, costs, financial assistance, housing facilities, special features of the college, outstanding programs, and any other information which the counselor desires to know. Catalogued by states and/or types of colleges, this file would serve as a ready reference for students as well as the counselor. While such a card file might well be beyond the clerical resources of most high schools, it is by no means beyond the resources of each of our colleges to prepare the equivalent of the standard Library of Congress catalogue card and send it to the high school. Such a file could be kept up to date by the junior and senior classes who could review, revise, and correct the cards annually. This would be an educational guidance experience for all concerned.

In their present form, college days and nights (orientation programs) serve no useful purpose to the school, the college, the student or his parents unless sufficient counseling and guidance has been provided in advance. Often they are just a show for the local board of education, the superintendent of schools, or the community, and do not warrant the expenditure of money and effort on the part of personnel involved. I say this because, in general, the information gained at these conferences may

be obtained from other sources. One of the reasons that these conferences have been unsuccessful, so far as the colleges are concerned, is the lack of preparedness on the part of students. Aside from those students who have already made up their minds, for whom the whole performance is a waste of time, the students are uninformed about colleges and universities. They consume time asking useless questions, talk to representatives about colleges they cannot attend, and collect view books, catalogues, and applications with a fine abandon that is the despair of the college representative. For these reasons representatives are forced to offer rudimentary group guidance to students and parents instead of having the opportunity to talk at some length with the few promising candidates who may appear.

Another concern is that generally, too many colleges are invited to attend the college day as well as too many non-collegiate level schools. As a result, the representatives of several institutions are forced to share one room.

As I look at school guidance programs, I come away with the feeling that too much guidance is left until the senior year. A good guidance program begins at the ninth or tenth grade. While guidance is primarily for students, it is increasingly necessary to include the parents in some phases of the programs. Studies have shown that students do or do not go to college or choose a particular college over another because of the influence of the home. Much of the consternation on the part of students as to their admissibility to a given college or the award of a scholarship goes back to the concern of the parents brought on by a lack of knowledge of colleges and their procedures. Students lack this in-

formation, too, and are unable to help their parents.

The secondary school, and particularly the guidance officer, must help educate the parents to higher education and its procedures of admission, testing, and scholarship. This can be done by open letters to parents, by group conferences, and by individual conferences with parents. Colleges would be happy to help guidance counselors in passing information on to parents, and this process can begin early in the school experience. Students do not need dictation on educational planning, but they do need direction. Where time does permit group guidance during the school day, schools might start a college club for interested students to meet and discuss information about colleges. After group guidance comes individual counseling at which time the counselor interprets test results to the students, discusses school records, interest, aptitudes, academic achievements, and personal qualifications, and helps the student to formulate a sound educational plan. Armed further with information about college admission requirements, a counselor is able to counsel a student more effectively in helping him make a wise decision. I would like to see the day when students will be so well counseled and guided and when school counseling and guidance will be so respected by the colleges that qualified applicants will get into their first choice college.

The western regional office of the College Entrance Examination Board was established in Palo Alto, California, because of its central location with respect to the states of Washington, Oregon, and California, wherein over 80 per cent of our western member colleges, associations, and schools are located. In these states, over 50 per cent of the accredited public and private colleges are members of the Board. In recent years, the Board has grown rapidly in college memberships (now at 350), in numbers of candidates (750,000) and in new programs. More recently, secondary school memberships in the Board have been made possible with the introduction a year ago of some 50 secondary schools in membership. This year, 29 secondary schools were added and soon the number of secondary schools plus member associations, now at 38, will be half of the total college membership.

As this growth has taken place, it has become more evident to the staff of the Board as well as the Trustees, that there

was need for better communication with the Board's several publics, its candidates, its schools and its colleges. To serve this need more effectively, the College Board regional offices were organized and set up in the fall of 1959 in the South and Midwest, as well as at Palo Alto.

To accomplish the major function of this office, the interpretation of the Board and its program to various publics, the regional office has established an extensive school and college visiting program as well as a conference program for the purpose of instruction, interpretation, and general enlightenment about the Board's program. These conferences have taken place in the areas of financial aid, prediction, admissions and guidance workshops, and advanced placement.

Since secondary schools have primary contacts with college-bound students, they must interpret the Board and its tests to their students. Hence, we have felt it our responsibility to inform the schools and to respond to their needs. The conference programs have been an attempt to meet this responsibility.

The College Board is vitally interested in guidance. Over the years it has published interpretative booklets for counselors and students to enable them to understand test scores. Also, materials on financing a college education have been published, aimed at enhancing the counselor's knowledge of sources of financial aid.

In the College Scholarship Service program, the Board provides to participating colleges a form known as the Parents' Confidential Statement which the parent fills out and forwards to us for duplication and transmittal to the college of the student's choice. College

registrars then apply a formula to this information from which they obtain two figures; one, a figure which they believe the parents can contribute toward their youngster's education, and second, the financial need of the family.

Comparable to the Board's interest in guidance is its interest in curriculum. For some six years, the Board has offered an Advanced Placement Program for able and ambitious students who do college level courses in secondary schools for enrichment and then by means of an examination, may present these courses and examination results to the college of their choice for placement or credit. Not only has this program enriched the student's secondary work and the teacher's enthusiasm for teaching, but also has tended to upgrade the entire secondary school curriculum.

In addition to the Advanced Placement Program, which might be called an indirect influence on secondary school curriculum, the Board has recently completed a study through a Commission on Mathematics which has made some vital recommendations on the high school mathematics curriculum. In California, some of this work is undergoing experimentation under the auspices of the School Mathematics Study Group which has taken the Commission's recommendations and is attempting to prepare secondary school textbooks. More recently, a new Commission on English issued a paper which has set forth some strong recommendations for the improvement of the writing ability of students. Among these suggestions are included the writing of 350 to 500 words per week, the reduction of class size to 25, and the reduction of class load to four periods per day.

In addition, the Commission will produce kinescopes and tapes for use in helping teachers to teach language, composition, and literature, the three areas into which they have divided English. Further, there are to be Summer Institutes in the next several years which are designed to instruct teachers of English in some of the newer and better techniques.

The College Entrance Examination Board is a live organization because it is dealing with up-to-the-minute educational problems built around the transition of students from high school to college. Through the work of the Board's committees, it is constantly seeking to improve articulation, transition, curriculum, financial aid and testing. ★★



"Only six cookies?"



LONDON BRIDGE will be one of the historic sights CTA-SS tour group will see during a sight-seeing trip on the Thames. Other places of interest on the itinerary will be Parliament, Buckingham Palace, Piccadilly Circus, excursions to Brighton, Stonehenge, and Oxford Village. Agence Photographique.

South Pacific and London Study Offered in CTA-SS Travel Plans

THIS SUMMER CTA's Southern Section will repeat a "first" in travel—an opportunity to combine the pleasure of a South Seas voyage with study for professional growth. Good reaction to the CTA-SS South Seas Study-Cruise of 1959 and the Japanese Study-Cruise of 1960 has brought about the third sea-going school.

Voyage will be aboard the Matson luxury liner *Monterey*, with fare starting as low as \$1,125. Courses, again offered by USC, will include: South Seas and Australian Literature, Colonial Problems in International Relations, U. S. in the Pacific, Conduct of American Foreign Policy, plus optional courses such as Mental Hygiene and the School, Advanced Educational Psychology, and American Intellectual and Social History since 1950. It will be possible to audit the courses or take the cruise without attending classes.

Here, in brief, are places the Study-Cruise will visit:

TAHITI . . . explore Papeete's treasure-laden shops and gay cafes . . .

NEW ZEALAND . . . islands of marvelous diversity on the underside of the world . . . amazing in analogies to almost all the earth's scenery . . . glaciers, fjords, warm beaches, interesting natives . . .

AUSTRALIA . . . a young and thriving nation on the world's oldest continent . . . strange animal life . . . primitive people, modern ranches, civic centers . . .

FIJI . . . "crossroads of the south seas" . . . happy blend of jungle and busy street . . . but natives now sing, dance and play cricket instead of hunting heads . . .

SAMOA . . . Pago-Pago, harbor of beauty . . . Samoan dances, music . . . exotic costumes . . .

HAWAII . . . 50th State . . . melting pot of the Pacific . . . beautiful, and friendly . . . the land of "Aloha" . . .

EUROPEAN STUDY-TOUR

A four-week study program at the University of London will take CTA members to London to hear lectures by prominent English educators, as well as CTA's own Dr. Stephen Reichert and Mr. Ted Bass. Departure will be by plane from Los Angeles on June 28.

Four units of credit will be recognized. Courses offered include Education in England, and Structures, Aims and Objects of World Teacher Organizations.

Upon completion of course work, the study group will travel through England, Ireland and the continent.

The Continental Tour will begin in Holland, by special motorcoach and with personnel for the entire trip. Amsterdam with its diamond-cutters, and The Hague with its Peace Palace will be among the places visited.

From Holland, it is a short trip to Brussels, and then on to Germany and down the Rhine from Cologne to Coblenz, including a steamer cruise along storied castles and vineyards. From Heidelberg, the group will proceed through the Black Forest (the *Schwarzwald*!) to the breath-taking scenery of Switzerland. In Italy, the group will visit Verona, Venice, Florence and Rome. Traveler's delights in Rome are almost too many to mention, but the "musts" include the Colosseum, the Sistine Chapel, the fountains and the seven hills.

From Rome, there will be an excursion to Tivoli and Hadrian's villa, and then on to Nice and Lyon and so, eventually, to Paris, the "queen of cities."

There will be a farewell dinner party and some free time in Paris before transfer to the airport on August 18 for the overnight flight home.

Total cost is a bargain rate of \$1,199! Transportation is by chartered plane from Los Angeles and return. The four weeks in London include registration, lectures, housing, most meals, and special excursions and events; comprehensive touring in British Isles and Continent with private bath and special tourist class hotels, sightseeing, entrance fees, tips, taxes for plans per itinerary, private motorcoach and courier personnel, demi-pension (continental breakfast and one major meal while on tour), luggage handling for one suitcase per person.

In addition to the regular Study-Tour, there will be also a Grand Tour of Europe for those desiring to spend the entire time traveling, in place of study at the University of London.

To be eligible, participants must belong to CTA-Southern Section Special Services Program. Those interested in either of the above trips should write at once. All questions should be directed to CTA-SS Travel Section, 1125 W. 6th Street, Los Angeles 17.

Dr. Lionel De Silva, CTA-SS executive secretary, and Dr. Chester Gilpin, associate secretary, have announced tentative plans for a proposed Study Tour to South Africa for the summer of 1962. Confirming details should be available at the conclusion of the 1961 travel projects. ★★

Japan Was Our Host

By Velma Robinson

An eight week educational tour to the Orient is described by the wife of CTA Southern Section's 1960 tour director.

NEWS of political unrest in Japan was not reassuring. It was early spring of 1960 and we debated whether we should continue with our plans to visit Japan during the summer. But Jack conferred with Cardillo travel agency, CTA Southern Section leaders and staff, State Department officials, and USC administrators, receiving assurances that our tour group of 55 teachers would not be molested.

For many months we had helped to plan the CTA-SS sponsored tour of the Orient in cooperation with the University of Southern California. But the uproar caused by cancellation of the Eisenhower visit had given us some concern, finally lifted by a cable from Ambassador Douglas MacArthur III reassuring us that we need have no fear of harsh treatment from the Japanese people.

The psychological hazards that seemed to block our way only deepened the conviction of all members of the group that we should take the trip, show our interest, friendliness, and concern. We wanted to understand the people of Japan and we wanted them to understand us in turn.

Preparation was, of course, complicated by closing of our school year and attendant duties in which all of us were involved. We were at last ready to depart, not before we had been sufficiently photographed and punctured and had proven that we had been born. Armed with visas, passports, medical reports and at least three times as much luggage as we needed (next time one suitcase), we boarded the *S.S. President Hoover* in San Francisco for the voyage

to "The Pearl of the Orient." The ship was everything we had looked forward to in the last hectic days before departure — no telephones, no duties to perform, no responsibilities, just rest and eat for 12 wonderful, relaxing days!

On board ship our studies really began, for Dr. Robert Berkhov of USC offered a two week course on Diplomatic Issues of the Far East, which was one of the high lights of the study tour.

We disembarked at Yokohama midst cloudy skies and rain but nothing could dampen our spirits or eagerness for our first glimpse of Japan. Musicians garbed in ancient Japanese dress played ancient instruments and performed on the dock as the ship tied up.

Jack was the first to leave the ship. He was met at the foot of the gangplank by representatives of Braden Toureast who were to be our guides and mentors while in the Orient. Thanks to their efforts we went through customs with ease and were soon on our way to Tokyo by bus. Now

began the never-ending job of counting heads to be sure none were missing; Jack was always in dread that someone would be left behind in a remote spot with no means of transportation or that luggage would disappear.

When a Japanese train schedule indicates that a certain train will leave at 9:27 a.m. it means 9:27 a.m.—not a minute sooner nor a minute later. When the train pulls into the station and the doors open for boarding, everyone takes a firm grip on handbags, parcels, hats (if any), settles their heads into their shoulders and, with a movement reminiscent of a quarterback running the ball for a touchdown, charges aboard. We were fortunate most of the time as Braden Toureast had reserved special cars and sections for us when we travelled by train.

As the bus pulled up in front of Tokyo's Imperial Hotel, which we soon called our "home away from home," and we entered the doors of that famous hostelry, none of us could know on that Saturday night of the rewarding experiences which were to be ours in the weeks to come.

The following Monday we looked



TOUR GROUP of 55 teachers visited Tokyo last summer in the travel seminar sponsored by CTA Southern Section. Ambassador MacArthur is shown at center of the group, standing before the U. S. embassy. Most of the participants were California teachers, accompanied by professors from the staff of University of So. California.

Mrs. Robinson, a Compton junior high school teacher, is the wife of Jack Robinson, who served as director of the tour she describes. Jack is superintendent of schools in Paramount, past-president of CTA Southern Section, a member of the CTA board of directors, and was last year chairman of the Legislative committee of the State Council of Education.

forward to meeting the new contingent but it did not arrive until the next day, July 4. To spend the 4th of July in a strange country where freedoms, as we know them, were so new and unexplored, was to us a very moving experience. We ate dinner together that night in a restaurant which featured American food—and imagine our pleasure to find prepared as a centerpiece an American Eagle carved of ice. The first 50-star flag most of us had seen was hanging on the wall.



JAPANESE FOOD was skillfully served at farewell party for tour group the final night in Tokyo.

Wednesday began our studies and sightseeing. Each morning from 8 to 12 busses were provided by the travel agency to take us to the University of Tokyo, where four courses were offered. The courses were: Diplomatic Relations, Dr. Robert Berkhov, U.S.C.; Japanese Art, Dr. Elise Grilley, renowned authority on Japanese Art; Family Life in Japan, Dr. Jitsuichi Matsuoka; Core Course, Dr. Peter Burton of U.S.C. and Waseda University, Japan, with visiting lecturers.

The core course touched on all aspects of Japanese life: social, economic, artistic, religious, geographic and historic. These courses, combined with afternoon sightseeing in and around Tokyo, kept us busy. Some of us found time to sandwich in shopping, which was fascinating and satisfying.

Our schedule called for a weekend in Nikko, some two and one-half hours to the north by fast train. What a refreshing treat to see the green countryside, farms and gardens, bamboo forests and tall mountains covered with timber. After Tokyo with its teeming millions, congested traffic, and frantic street and building construction, this trip gave us a welcome respite from the city and from study.

This trip was the first of a succession of weekend trips which took us to Kyoto, an ancient capital of Japan rich in historical lore, plus beautiful shrines and temples; Osaka, a great industrial center and the home of famed Osaka Castle; Nara, where sacred deer roam the grounds of the shrine; Hakone, situated deep in the mountains near Mount Fuji. Hakone is one of the most beautiful spots in Japan, famous for its gardens, scenic views and beautiful hotel.

I have mentioned places but not people. Without exception we were met with complete courtesy and friendliness. Many apologies were tendered us for the inability of President Eisenhower to visit Japan. We had evidence that the major portion of the people of Japan regretted this incident.

The Japanese are without doubt the most industrious people in the world.

TOURS for this summer being sponsored by CTA's Southern and Central Coast Sections are described on pages 23 and 33 of this issue. Other attractive offerings for teachers will be found in advertisements on pages 27 to 42.

Necessity has made them do much with little. The country is a peculiar mixture of East and West.

Our studies gave us all a clearer understanding of Japanese problems: throwing off the yoke of feudal days, building a democracy, transforming their educational system. These and hundreds of other problems clamored to be solved within 15 years. The only wonder is that there has not been more unrest.

Talking with professors and teachers, we found many misconceptions about America which we tried to explain. I shall not attempt to discuss the demonstrations. Ambassador MacArthur gave our group an audience one morning, and among other things urged us to "sell" ourselves and to let the "intellectuals" know that we felt they should investigate and know what our way of life really means and not allow themselves to be "taken in by leftist propaganda."

A student teacher at Keio University came up to one of our teachers and said "why don't you teachers in America do

something about your working conditions and pay?" The teacher quietly said, "See all these people on these two busses? Each one is an American teacher who has come to Japan, using his own money to see and better understand your country. Where else in the world could teachers make enough money to go abroad to study at their own expense, and, because they are held in high esteem by their countrymen, be regarded as goodwill ambassadors?"

August first was upon us almost before we knew it. A sayonara party was given with Mr. Braden of Braden Tour-east as host, complete with delicious food served in such beautiful arrangements one hated to spoil its beauty by eating it; Geisha girls; a mock wedding ceremony with Jack as the groom; the famous parlor baseball game; music, and our own Auld Lang Syne to end the evening and our stay in Japan.

For us and 23 others however, there was more to come after leaving Japan. We went on an extended two weeks trip to Hong Kong, Bangkok and Singapore. These last two weeks were the whipped cream on the entire summer and, with a stopover in Honolulu on the way home as the cherry, who could ask for anything more?

What does the imposing title of tour director mean? My observation indicates that one must function as father confessor, baggage master, trouble shooter, liaison officer, passport and visa tender, and public relations officer.



TOUR DIRECTOR Robinson, in proper attire, takes part in mock wedding with No. 1 Geisha at sayonara party.

I am sure that no more congenial group of people was ever brought together than those on the 1960 Japan Study Tour. ★★

Your students appreciate sound military guidance

They depend on you for informed advice on military service. That's why it's important for you to have these factual and up-to-date military guidance materials from the U.S. Army. They'll help you guide your students to the service decision that's best for each individual.

**FREE MILITARY GUIDANCE MATERIALS!
MAIL TODAY!**

THE ADJUTANT GENERAL
Department of the Army
Washington 25, D.C.

STM-2-61

ATTN: AGSN

Please send the following booklets. In the box next to each title desired, I have indicated the number of copies I need.

- ☐ **The Secret of Getting Ahead.** Newly revised 48-page booklet describes Army educational opportunities open to high school graduates.
- ☐ **Meet The Modern Army.** 20-page booklet reveals that today's Army is an efficient and up-to-date organization.
- ☐ **Mark of A Man.** Straight-from-the-shoulder description of the traditional Combat Arms—Infantry, Armor, and Artillery.
- ☐ **What Are Your Son's Chances of Making Good?** 12-page booklet for parents describes a young man's opportunities in the U.S. Army.
- ☐ **This Is How It Is.** Updated factual preview of a young man's first few months in the Army.
- ☐ **Military Guidance in Secondary Schools.** Revised military orientation reference manual for guidance counselors and high school teachers.
- ☐ **Army Occupations and You.** Comprehensive reference handbook explains Army job training opportunities. For use by guidance counselors and high school teachers.

MOTION PICTURES

The films below are available for showings to students or community groups. Each dramatically portrays some of the problems that confront today's high school youth. To arrange showings, check the box next to title you desire.

- ☐ **Drafty, Isn't It?** Student-oriented animated cartoon. Color, 10 minutes.
- ☐ **The Hurrying Kind.** Student-guidance counselor-oriented film points up need for remaining in high school. Color, 22 minutes.
- ☐ **Point of View.** Parent-oriented film suitable for PTA showings. Black and white, 30 minutes.
- ☐ **Career Reports.** Student-oriented series of films describes various vocational fields, emphasizing that training is necessary for success. U.S. Army is presented as one of several ways to obtain training. Check the box at left for full list of fields covered.

NAME _____

ADDRESS _____

CITY _____ ZONE _____ STATE _____

HIGH SCHOOL _____

POSITION _____

GOALS FOR EDUCATION LISTED IN REPORT

GOALS FOR AMERICANS, *Report of the President's Commission on National Goals*, Henry M. Wriston, Chairman; Prentice-Hall, Inc., New York; 372 pp., \$1 paper-bound.

Significant to teachers will be the important place of public education in the bold and decisive recommendations contained in *Goals for Americans*, which is represented as "programs for action in the sixties."

The formal report, which requires only 23 pages of this big book, contains less than 600 words on education. It restates the American concept of local responsibility—but urges that public and private expenditure for education should be \$40 billion by 1970, double the 1960 figure.

A 20-page chapter on National Goals in Education was written by Dr. John W. Gardner, president of the Carnegie Foundation for the Advancement of Teaching. His conclusions are supported by a distinguished panel of three and over 40 leading educators.

Briefly, some of the recommendations include:

We must recruit at least 200,000 new teachers every year for the next ten years.

Teachers' salaries must be raised until they are competitive with salaries in other fields for jobs involving comparable ability and length of training.

By 1970 there should be no state in which desegregation is prevented by state action.

The tradition of the comprehensive high school should be preserved and strengthened.

Junior colleges, offering terminal or transfer programs and adult education, should be available to every high school graduate.

We should be producing 20,000 Ph.D.'s annually by 1970 (compared with 9,360 in 1958-59).

Medical schools should be prepared to handle more students; federal funds should be available for expansion of schools of medicine and for fellowships and loan programs.

Reorganization of school districts should have high priority, aimed at reducing 40,000 districts to 10,000 by 1970.

School board members should be fully qualified and state board of education members should have the highest integ-

ity and reputation for public service.

Each state should specify minimum standards for districts and should provide an equalization program.

Each state should undertake a study of the future needs of higher education.

Federal funds should be available in states of greatest need — and on a matching basis to other states — to be used as the states require.

We should have a separate Department of Education at Cabinet level; in the meantime we should create a Council of Educational Advisors working closely with the Secretary of Health, Education and Welfare.

Loans to higher education institutions should be increased to support research, to provide buildings, graduate fellowships, and student loans.

The 16 chapters which follow the basic report were each written by distinguished authorities in many fields. They include priceless essays on the democratic process, science, culture, the economy (by Clark Kerr of UC), employment, technology, farm policy, the urban society, human needs, and foreign policy.

Here is an invaluable basic tool for the teacher, especially in the field of social sciences.

J.W.McK.

THE HIT OF THE YEAR

THE MACMILLAN ENGLISH SERIES

grades 2 to 12

DR. THOMAS CLARK POLLOCK,
senior author and coordinator

Now available through Macmillan
The Macmillan Student's Edition
of the Concise WEBSTER'S NEW

WORLD DICTIONARY (for High
Schools) and WEBSTER'S NEW WORLD
DICTIONARY College Edition.

The Macmillan Company

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Your Macmillan representatives are Carl F. Loeper, Wayne Raley, Francis W. Shanahan, and Lester L. Walker

CTA
CENTRAL COAST SECTION
is again sponsoring
an
**Educational
TRAVEL TOUR TO
EUROPE**
(INCLUDING SCANDINAVIA)

Repeated by popular demand for the third time, the 57-day European tour includes major points of interest in 11 countries: England, Norway, Sweden, Denmark, Germany, Austria, Italy, Switzerland, France, Belgium, Netherlands.



Optional routing available to Helsinki, Leningrad, Moscow, Warsaw, Prague. Enjoy these added advantages:

- Participate in a comparative education seminar under the direction of the College of the Pacific.
- Earn 6 university credits.
- Enjoy an unmatched opportunity to study current trends in European education.
- Apply for income tax credit under new formula.

Tour departs New York June 22, 24 and 28. You get full value for your travel dollar at the amazingly low price of \$1479 from New York via BOAC or Air France jet aircraft.

A HALLMARK TOUR

**CALIFORNIA TEACHERS
ASSOCIATION**

(CENTRAL COAST SECTION)

1408 King Street, Santa Cruz, California

Please send details of your 1961 tour to Europe.

I (am, am not) interested in University Credit.

Name _____

Address _____

Name of friends who may also be interested: _____

ALL YEAR PROGRAM

(Continued from page 8)

June 18-19	2	Issuance of grades Evaluations Reports Commencement activities
Total	20	

The only basic change for 1961-62 has been the addition of one day for preparation at the end of Semester 1. It is felt that this will bring a needed opportunity to teachers to complete semester grades, make program changes, and regroup forces for the second semester.

Many more ramifications are involved in this plan than those discussed here. Many things done this year will be changed, improved, or eliminated in the years to come. The real proof of the pudding is in the eating. To date, we have "eaten" only a half year under this program. We are convinced, however, that it is very much worthwhile and that it has certainly accomplished its major objectives for our district.

It has emphasized the importance of planning in the implementation of effective education.

It has made the school year easier for teachers and more effective for students.

It has provided more services and extended the school year for students and created more time for actual teaching.

It has opened up new channels and possibilities to improve the instructional program and utilize more fully the talents of the entire teaching staff.

In providing 11 full monthly pay warrants the first of each month beginning on September 1, it has taken a major stride forward to make teaching a full time professional occupation. ★★

CTA
CENTRAL COAST SECTION
is sponsoring
**A NEW
Educational
TRAVEL TOUR TO
SOUTH
AMERICA**

Visit Bogota, see the fabulous Mountain of Salt . . . then Quito, stand on the Equatorial Line . . . then the land of the Incas, Lima and Machu Picchu . . . on to Santiago, view the famous statue of "Christ of the Andes" . . . over the mountains to Buenos Aires, the Venice of South America . . . Montevideo, a modern city of beauty . . . Sao Paulo, the Chicago of South America . . . Iguassu Falls . . . Rio de Janeiro, a shoppers' paradise . . . Brasilia, a dream city . . . and then Panama . . . flying via Braniff International Airlines.



Learn While You Travel!

Under the educational guidance of the College of the Pacific, you have an opportunity to earn 3 University Credits to advance your academic standing. Seminars in geography, culture and education.

You may also apply for income tax credit.

32 days from San Francisco or Los Angeles . . . departures June 22, June 29 and July 6 . . . all expense . . . which covers all transportation, all meals, all hotels (with bath), all sightseeing. Only \$1439.00 plus taxes, based on two persons to a room.

A HALLMARK TOUR

**CALIFORNIA TEACHERS
ASSOCIATION**

(CENTRAL COAST SECTION)

1408 King Street, Santa Cruz, California

Please send details of your 1961 tour to South America.

Name _____

Address _____

I (am, am not) interested in University Credit.

Names of friends who may also be interested: _____

BOY SCOUT

WEEK AT SCHOOL

By Milton S. Rowen

Mr. Rowen is supervisor of information and publication services at East Whittier City schools office.



Scout color guards from four Whittier troops took over daily flag raising and lowering duties during Boy Scout Week last February.

TOM WOOD, principal of Hillview intermediate school in East Whittier City school district, went "all out" for Scouting last February during the 50th anniversary of the Boy Scouts of America. He integrated Scouting activities into the school's curriculum during the entire week.

"The Boy Scouts and their related activities and organizations have demonstrated in 50 years of youth leadership the ability to serve their country well," Mr. Wood said. "This they have accomplished through a program which preserves individual dignity and promotes service to their fellow man."

Among the many activities celebrated during last year's Scouting Week program, in which over 3000 Scouts and Cub Scouts participated district-wide, were school assemblies featuring Scouting, a showing of Scout films, Order-of-the-Arrow Scout productions, speeches by Scouts and Scouters, demonstrations, bulletin boards, creative writing within the language arts program, and other varied activities.

Throughout the district among the 15 schools were to be found various displays linking Scouting and Cubbing with scholarship, science, crafts, books, art, and patriotism.

Hillview has over 26 per cent of its boys actively working in Scouting and the district is proud of the troop sponsorship list composed of over 20 organizations. This fact was pointed

out by Superintendent Charles T. Samuels who said: "Close School-Scouting cooperation in our area has been aimed at assisting these organizations help the boy toward a rich and meaningful American life. We are indeed proud of the partnership which helped to pioneer the principle of volunteer leadership that has long proven to be a bulwark of community and national life."

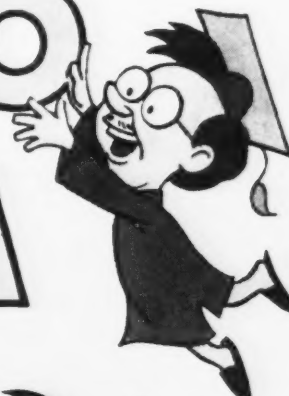
In addition to district teaching and supervisory personnel helping the Scouting program as scoutmasters, den mothers, merit badge examiners, members of various classified departments have been active in similar positions.

Tom Boyd, assistant district commissioner of the Pioneer District, Los Angeles Area Council, in pointing out the high percentage of East Whittier City school district boys engaged in Scouting said: "The cooperation between the district and the Scout, Cub, and Explorer organizations of the Boy Scouts of America, assures the citizens of this community that citizenship, scholarship, and creativity are adequately structured to develop outstanding young men."

During the 51st annual observance of Boy Scout Week—the 7th to the 13th of this month—other California schools and school districts will recognize Scouting with special activities. Some may even take a tip from East Whittier's noteworthy experience. ★★

Teach good health practices with Walt Disney's delightful film

HOW TO CATCH A COLD



IN TECHNICOLOR
ANIMATED • 16 MM • SOUND

A dash of humor helps to emphasize important cold prevention pointers. Everyone enjoys the wonderful Walt Disney way of explaining sensible health habits. Schedule a showing or repeat performance today! Film available FREE on short-term loan.



PLUS

POSTERS



Six full-color posters (14" x 20") showing scenes from the film. Ideal for classroom bulletin boards.

Entire cold prevention program available FREE from Kimberly-Clark Corporation, makers of Kleenex tissues.

©1961, Walt Disney Productions
KLEENEX is a trademark of KIMBERLY-CLARK CORPORATION

HEALTH PLEDGE (for grades 2, 3 and 4)



"I Promise Common Sense" is a review of lessons learned in film—to be signed and kept by each youngster.

Association Films, Inc., Dept. ST-21-C1
347 Madison Avenue, New York 17, N.Y.

Please send me free (except for return postage) the film "How to Catch A Cold".

Day wanted (allow 4 weeks)

2nd choice (allow 5 weeks)

3rd choice (allow 6 weeks)

In addition, please send:

Copies of Health Pledge (for grades 2, 3 and 4)

sets of posters (large schools may require more than one set).

Name _____
(please print)

School _____ Grade _____

Street _____

City _____ Zone _____

State _____

(Note: Name of school must be given)

CALENDAR OF COMING EVENTS

FEBRUARY

- 11 —Central Coast Section board of directors; Salinas
- 11 —Legislative and Financing Public Education committees; Burlingame
- 11-13—School Library Assn. of Calif. state convention; Lafayette hotel, Long Beach

- 11-15—National Assn. Secondary School Principals annual convention; Detroit
- 17-19—Calif. Assn. of Teachers of English state convention, Sacramento
- 18 —International Relations and Teacher Education committees, NEA Relations; Burlingame.

How your pupils can learn from EXCHANGE PROJECTS

*Here's potent teaching aid based on article
by Lucille S. Bangs in Maine Teacher.*



Exchange projects provide many varied and valuable learning experiences. They should be outgrowth and extension of daily classroom activities and learning experiences.

Our first project was primarily to promote interest in social studies. In one reading group, pupils read about pioneers combing the finished woolen cloth with dried teasel blossom. It is difficult for city youngsters, who can not run barefoot across a hillside and feel the sharp prick of a thistle, to visualize a teasel plant.

So, we wrote to the same grade as ours in a school in another

state offering a Maine product for some teasel.

Though this simple project originated in a reading group, it involved handwriting, spelling, language, social studies, science. Large projects will include all subjects in the curriculum. (Be sure each child participates.)

Varied environments and industries provide an excellent background for material and information. Exchange projects may be carried on in our school system, state or go far afield.

When studying about adobe houses, pupils might write their grade in an Arizona school to "tell us about them." First hand knowledge in this manner is an exciting impetus to learning.

SUGGESTIONS
we hope prove helpful



Healthful, delicious, satisfying

**The bit of sweet
in wonderful-tasting
Wrigley's Spearmint Gum
satisfies yet is never rich or filling.
And the natural chewing helps
keep teeth clean, nice.**

- 18 —Central Section Good Teaching conference; Fresno State College
- 22 —Washington's Birthday, CTA state headquarters closed
- 22-24—Calif. Personnel and Guidance Assn. convention; Long Beach
- 22-25—American Assn. of Colleges for Teacher Education annual convention; Chicago
- 24 —CESAA Central Section board; Bakersfield
- 25 —Central Section advisory committee; Fresno
- 25 —Commission on Higher Education, representatives of affiliates and associates; Burlingame
- 25-28—AASA regional convention, Brooks Hall, San Francisco; also American Educational Research Assn., Dept. of Home Economics, Natl. Council Administrative Women in Education, NEA Dept. Rural Education.
- 27 —Section executive secretaries; Burlingame

MARCH

- 1-3 —Calif. State Curriculum Commission; Fresno
- 3 —Bay Section board of directors; Burlingame
- 3 —Commission on Educational Policy, Teacher Education Commission; Burlingame
- 3-4 —Calif. Education Research Assn.; Palo Alto
- 4 —Advisory panel on evaluation of program and services; Burlingame
- 4 —Northern Section ethics and professional relations conference; Chico
- 5-8 —Association for Higher Education, annual conference; Chicago
- 10 —Southern Section chapter presidents; Los Angeles
- 10 —Calif. Assn. for Childhood Education executive board; Santa Monica
- 11 —Bay Section council; Berkeley
- 11 —Central Section council and Section Dept. of Classroom Teachers; Bakersfield
- 11 —Central Coast Section council; Santa Cruz
- 11 —Southern Section council; Los Angeles
- 14-16—Calif. Congress of Parents and Teachers board of managers, Statler-Hilton, Los Angeles
- 15 —Northern Section board of directors; Sacramento

What I'd like to know is...

Professional questions answered by
HARRY A. FOSDICK
CTA Public Relations Executive

Pay for Travel

Q. In the September issue you answered a question by stating that a school district is not legally required to pay travel expense to a teacher who is required to move from school to school within the district in performance of duties. How can this be true in light of Education Code Sections 13002 and 13003?

Ans. You're right, and the interpretation I gave was wrong. It has been widely assumed that Sec. 13002 referred to out-of-district travel, even though it doesn't so specify, and I fell into that error.

The opening sentence of that section says, "The governing board of any school district shall provide the payment of the actual and necessary traveling expenses of any employee of the district when performing services for the district under the direction of the governing board." There is a 1941 court decision upholding the contention that this does apply to travel either within or outside the district.

If this is followed literally, the board might be required to pay "actual and necessary travel expenses" of employees to meetings within the district when these are attended in performance of duties assigned by the governing board or its representative, though the court case mentioned was based on the travel requirements of a visiting or "home" teacher.

Officer-Member

Q. The teacher recently elected secretary of our chartered chapter has refused to join CTA or NEA this year, but has paid her local dues. Is it necessary that officers of CTA chapters, other than presidents and council representatives, be CTA members?

Ans. CTA Standing Rule 17(a) states that the constitution of a CTA chapter must provide that all chapter officers shall be and remain currently paid-up members of the CTA. This provision has been in effect since 1956.

Some chapters which received their charters before that time have not amended their constitutions to include

this provision; ignoring it could result in withdrawal of the charter, but no such enforcement steps have been taken so far.

Bereavement Leave

Q. We currently are considering requesting extension of bereavement leave to teachers for brothers- and sisters-in-law. We already have added parents-in-law to our district policy. Could you tell us how many districts have added brothers- and sisters-in-law to their bereavement leave policies?

Ans. Apparently your county counsel has been more liberal in his interpretation of the bereavement leave law than have most others. In several counties it has been ruled that the board has authority to extend the length of leave, but not to add other relatives for which such leave may be granted. We know of no district where brother-in-law or sister-in-law has been added to the list of relatives whose demise warrants bereavement leave.

Parents of the teacher's spouse were included in the original bill as introduced by CTA, but were amended out by the Senate Education Committee.

(Since this letter was answered, the district from which it originated has added brother-in-law and sister-in-law to the provisions of its bereavement leave policy.)

Percentage of Members

Q. In our steps toward forming a new CTA chapter, some questions regarding Blue Cross have arisen. We probably will have 25 members for the chapter, but I doubt our ability to get 18 of them to participate in Blue Cross health insurance. Is it necessary to have three-fourths?

Ans. To gain the advantages of Blue Cross insurance, 75 per cent of the eligible school employees in the district covered by a CTA chartered chapter must participate. Actually, this can be 75 per cent of the teachers, omitting classified employees, or it can be 75 per cent of all employees if the non-certificated are to be included.

However, participation in Blue Cross is not a requirement for the formation of a CTA chapter. The only percentage

(Turn to page 34)

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Garlands to the Gifted

The public is ready to support enriched programs: educators must step ahead in providing stimulus for future leadership.

By John Curtis Gowan

PUBLIC INTEREST in children of superior endowment has been growing. This renaissance of interest following the pioneering work of the 20's and the apathy of the 30's and 40's, has been due in part to an increasing awareness that we are wasting reserves of trainable talent in the face of vastly increased technical demand. Educators and the public have therefore turned their attention to a re-examination of our system of education, which has succeeded relatively well in its democratic tradition of education for all, but has been somewhat less successful in adjusting its program to meet the needs of our most able youth.

In California, public pressure has forced the consideration of education of gifted children, sometimes over the opposition of educators. For example, in 1950 there were 27 elementary districts with gifted child programs in California; in 1957 there were 180, an increase of over 500 per cent. A recent California study showed parents far more liberal in their attitudes toward education for the gifted child than principals or supervisors. It is evident that the public is disposed to be influenced favorably on the subject of education of the gifted, and is waiting for educational leadership.

Constructive use of public relations in the inauguration of special programs for the gifted is not only advantageous but indeed necessary to success. There should be lay members on the initial planning and study groups, and public information and proper publicity should be an integral part of the administration of the pilot studies and of the later program. This is especially true of the par-

ents of gifted children participating in the experiment. They can be helpful in aiding the school in a variety of ways.

PARENTS of gifted children included in the program are the first members of the public to respond to it. In the East District of Los Angeles City, a completely unpublicized program received unexpected parental support because children went home with glowing accounts. "How can we help?" parents asked the reserve teacher providing the enrichment.

Menlo Park reported that parent participation was step one in its program for the gifted. Parents, informed of their children's abilities, were able to provide background far beyond the means of the school.

In Santa Barbara, kindergarten teachers in a round-table discussion on meeting the needs of the gifted child, expressed the opinion that the parents are key persons in developing the gifted child's potential at the four- and five-year-old level. Parents were eager to follow teacher suggestions for their children.

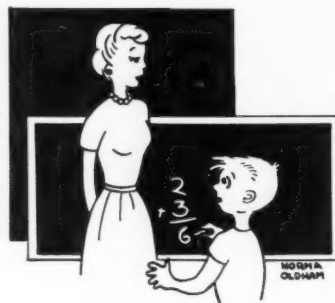
But how will the parents of other children feel? Will they resent special attention for gifted children? Thirty years ago, some early programs in XYZ grouping carried a connotation of class

distinction. Today, however, the evidence is to the contrary. Widespread publicity given to the needs of the gifted child, and the needs of the human race for his special abilities, has served to acquaint other parents with the problem. Parents of all children seem to be pleased that achievement is rewarded. The adoption of special programs for the able often includes other children in its operation, and generally succeeds in raising the scholastic morale and achievement of all children. Where the program has been presented to the Parent-Teacher Association as an example of one way the school provides for the needs of the individual child, parent acceptance has been good.

Businessmen look to the schools to provide future employees. From the children now being educated must come not only workingmen, but future leaders in all fields of endeavor. Education for the gifted is as logical to the employer as is in-service education for the future executive.

In evaluating results of a gifted child program, administrators need to remember that the public evaluates in terms of satisfactions, and that these often need to be spelled out with appropriate publicity. The satisfactions of able children learning special skills is sometimes not as dramatic or newsworthy as winning a football game, but in the long run they can be far more important for the community. Where satisfactions can be publicized such as in scholarships, in college attendance, in creative achievement and the like, the school has an obligation to see that the public is informed. Much can be done with the individual family by involving parents in special phases of their children's education, and in reporting to parents the results of counseling procedures with children. Group and community pride in the accomplishments of able scholars can also be aroused.

In the long run the public gets what it wants and what it will pay for. The education of gifted children can be most successful if it is considered as the end product of carrying out the commitment of education to fit the special needs of an important segment of our children—the gifted. The public has been alerted to these needs, and to the dollar-and-cents value of meeting them. It is now looking to us to supply the stimulus for this intellectual leadership of the future. We will fail our task as educators if we do not respond to the request. ★★



"I think I made a boo-boo."

Mr. Gowan is a professor of education at San Fernando Valley State College. He was chairman of a 15-member southern California committee of teachers in 1959 which made a study of public reactions to programs for the gifted.

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III

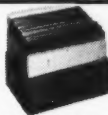
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KUCHEL...

(Continued from page 4)

which demanded attention. Nevertheless, it seemed to me that the failure of the Senate to demonstrate its awareness of the need for action in this field would be devastating. And, thus the Senate approved school aid legislation in the last Congress. So, too, did the House of Representatives, although in different form. It is tragic that the House and Senate versions of this necessary legislation were not permitted to be resolved by the inaction of the House Committee on Rules.

In the 87th Congress, I am co-sponsoring a bill with Senator Cooper of Kentucky, and others, entitled the "Educational Opportunities Act of 1961." This measure would authorize the expenditure of \$3.4 billion over a four year period. Each year California would receive \$63.4 million. I believe that our proposal successfully resolves several of the questions raised against federal action, such as the fear of federal interference in local school affairs which has sincerely worried many of our fellow citizens. Our bill seeks to bridge part of the "education gap" between state financial resources and basic educational needs. The approach follows that advocated by the late Senator Robert A. Taft, whose federal aid to education bill passed the Senate 58-15 in 1949.

Specifically, our bill sets \$400 per pupil—the approximate present national average cost—as the minimum desirable floor for state average current school expenditures. A state's capacity to meet basic education needs is arbitrarily set at 4% of the total personal income of each state. This relatively high percentage of expenditure is now only attained by three states. Our own state of California expends 2.9% of its personal income for pre-college education.

The Federal Government would assume half of the responsibility for bridging the present education gap which would be derived from a formula that takes into account present expenditures and resources. The states would be free to meet, or hopefully surpass, their half of this gap. This is not a matching program, although a moving average would disqualify a state from receiving federal funds if it did less per pupil than before the program had started. The allocation of federal funds would not be dependent upon federal approval of state finance by an all-seeing federal bureaucracy in Washington. Thus, the hazard of federal control is

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CTA Journal, February 1961

removed while it attempts to face up to the nation's responsibility in an increasingly mobile society which, in reality, can draw no state lines in the education of its youth.

The proposal is neither a construction bill nor a teacher salary bill. It is a broad based measure under which a sovereign state may make expenditures for such aspects of its education program as it believes will best improve its school system. Thus, the state determines where its greatest needs lie.

Our legislation combines two approaches: a flat grant of \$20 per pupil to help achieve education opportunity within each state and an equalization grant which seeks improvement among the several states. Under the equalization system, six states—all Southern—would receive additional funds the first year; five more—including three Western ones—the second year; then four and three respectively, for the last two years—a total of eighteen states which would eventually receive more than the flat grant application.

This proposal is realistic, sound, progressive and attainable. It warrants the considered support of those who are concerned and who desire a first step in solving this important national problem. ★★

REX PUTNAM, state superintendent of public instruction for Oregon since 1937, resigned effective January 31 for health reasons. His successor will be Dr. Leon P. Minear, who received his degrees from San Francisco State and Stanford. He has been principal of a Portland high school since 1952. Dr. Phil Putnam, president of Compton College, is an uncle of Rex.

MARGARET LEMMER, president of Southern Section, has been appointed a member of CTA's advisory panel on evaluation of program and services. Re-appointed to the panel are Norman Gould (Central), George Streby (Southern), and Marks Smith (Northern). The panel recently recommended to the board of directors that the present number of committees of the State Council remain unchanged but that broadened scope of the smaller committees be considered. The board accepted the panel's recommendation that salaries be the subject for the 1961-62 consulting group program.

CTA Journal, February 1961

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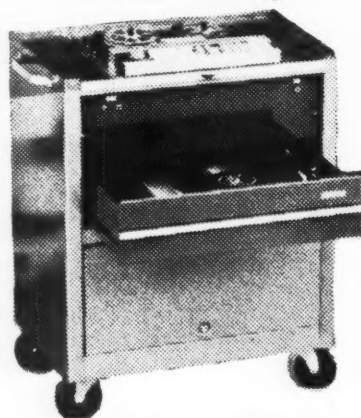
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ENGLE...

(Continued from page 4)

than has the Federal Government. The facts show that school districts receiving such aid are not beholden to their benefactor in making up their curricula, in choosing their teachers, in setting up their operation. The evidence plainly shows that the schools are free to run their own shops, that they are free to stick to the three R's or to encourage handicrafts or homemaking.

We need no better proof that there is no validity to the argument of federal "intervention" than to take a look at the educational program in federally-impacted areas under Public Law 874. The "tax" argument offered by the opponents of federal aid to education is perhaps the most illogical of the three. It indicates, first of all, a refusal to recognize the severe limitations of the local tax structure. And it indicates a failure to recognize that the effects of education cut across state and local boundaries. Certainly, with the tremendous interstate movement of the American people, the educational achievements in each state are the concern of all the states. And, certainly, in the face of Russia's startling success in satellites and missiles, we cannot afford to take the shortsighted attitude reflected in this argument.

To the teachers of California let me say that an improvement in the financial support of education will mean an increase in their responsibility to pursue educational excellence. Teachers must redouble their efforts to raise the standards for admission to their profession. They must improve, refine and perfect curriculum. They must challenge the talented and stimulate the bored.

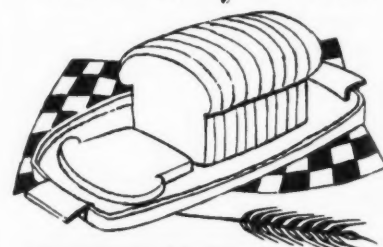
Our nation must develop its human talents to the maximum. We must do so if we are to survive. This enormous task falls largely on our teachers and schools. To neglect our education is to neglect our national goals. Freedom and strength are not cheap. As Thomas Jefferson said 150 years ago: "If a nation expects to be ignorant and free, it expects what never was and never will be." ★★

CARLOS BEE of Hayward, teacher, was reelected Speaker Pro Tempore of the State Assembly as the legislature convened last month. A high school teacher and active member of CTA, Bee was first elected to the Assembly in 1954, now begins his second term as Speaker Pro Tempore.

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BUENA STOLBERG of Webster Groves, Missouri, president of the NEA Department of Classroom Teachers, will visit Marysville February 21-23

to speak at several local service clubs and to address a conference of Yuba County and Sutter County teachers. Mrs. Stolberg is on leave from her position as a junior high teacher of social studies. She was expected to fill a number of speaking engagements during her visit in California this month.

NEW CTA MEMBERS are advised that, although an excess pressrun was ordered, the supply of January 1961 *CTA Journal* has been exhausted. January copies may not be mailed on those memberships arriving at state headquarters after January 5, although the February and subsequent issues will be mailed to all 1961 members.

PATERNITY LEAVE for expectant fathers was a new policy approved January 12 by the board of Jefferson union school district, Santa Clara, according to Lawrence C. Curtis, superintendent. The policy reads: "At the discretion of the superintendent, male certificated employees may be granted up to two days of paternity leave without loss of pay. When granted, this leave shall be in addition to all other leaves." Similar policy was made to cover classified employees. Curtis believes this is a "first" for his district.

CALIFORNIA ASSOCIATION FOR CHILDHOOD EDUCATION, following its March 10 executive board meeting at the Hotel Miramar, Santa Monica, will have its annual study conference Saturday and Sunday at the same place. Helen Heffernan and Mary Beauchamp Lane will be principal speakers. Dr. Charlotte Elmott, winner of the *Times* Woman of the Year in Education award, will be a discussion leader.

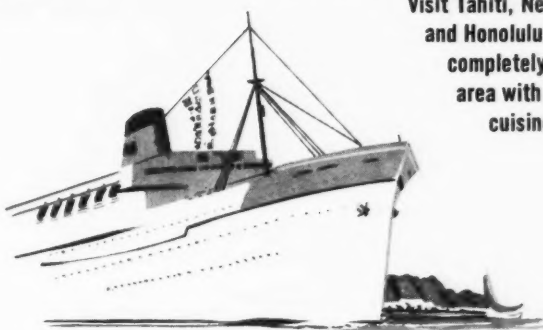
NATIONAL FOREIGN LANGUAGE WEEK, March 19-25, will be sponsored by Alpha Mu Gamma, national foreign language honor society, for the fifth year. Programs, luncheons, and other activities will call public attention to modern study of languages. Suggestions are available from Dolores Hamilton and Ronald Farrar, Los Angeles City College, 855 No. Vermont Ave., Los Angeles 29.

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LIFE



BEATRICE MEYER, teacher for 38 years in Alaska, Washington, and California, and for many years an influential leader in CTA Southern Section, died November 22 in Long Beach. Or-

ganizer of the local teachers association in Santa Paula, she was an ardent proponent of active local chapter programs. After her retirement she became president of the Santa Barbara Retired Teachers Club and was a strong backer of the retired teachers' home in Ojai. Thousands who knew her warm wit and good humor mourned her passing.

WHAT I'D LIKE...

(Continued from page 27)

figure affecting the chartering process is that at least 60 per cent of the chapter members must also be members of CTA, and this proportion must be increased to 75 per cent within two years.

If the availability of Blue Cross benefits is one of the incentives in your plans to organize a chapter, I would suggest that you arrange to have a representative of Blue Cross or of the CTA special services department talk to your group.

Sick Pay and Taxes

Q. You once pointed out that an illness which starts during a vacation period does not qualify a person to deduct excludable sick pay from his income tax. If illness starts before the vacation, would the pay for vacation days be deductible?

Ans. Though I'm reluctant to predict specific rulings of regional offices of the Internal Revenue Service, the answer generally is "yes." We have heard from teachers who were hospitalized early in December for an illness which extended into January. They were allowed to deduct pay from the first day of illness to the end of the year. Apparently you should arrange your illness to start the Friday before vacation.

If you are serving on a ten-months contract, even though payment is spread over twelve months, the summer vacation period would be a different problem. ★★

CTA Journal, February 1961

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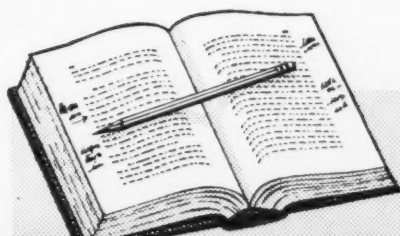
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Notes in the Margin

IN 1960, the National Association of College Stores sent questionnaires to college bookstore managers throughout the country, probing reading tastes and habits of college students. Replies seemed to indicate the following: Present-day students buy more books than their predecessors; they buy more quality non-fiction; have better tastes in reading; are developing lifetime habits of good reading.

If E. P. Dutton Company has anything to do with it, the younger generation is going to learn Latin. December saw publication—in Latin—of *Winnie ille Pu*, describing the adventures of one Chrisophorus Robinus and his friends. 121 pages, \$3.

For the language instructor who deplors the lack of reading material in Russian, there's welcome news in *Izbrannoe*, selected short stories by Mikhail Zoshchenko, sometimes referred to as the Russian O. Henry. University of Michigan Press is the publisher. \$6.

American Education Publications last fall began issuing a weekly classroom magazine entitled *Our Times*, with editorial material going beyond the news into cultural trends that create the news. Publisher feels the magazine will give students a better sight into the society in which they will soon take an active part. 65c per student per semester, in orders of ten or more copies. Further information from the publisher at Education Center, Columbus 16, Ohio.

Although 1961 begins the centennial of the American Civil War, publishers and others have been taking note far in advance. Last October saw publication of *The American Heritage Picture History of the Civil War*, a book three years in preparation. To date, 305,728 copies have been sold, of which 119,183 represented sales of the \$25 deluxe edition.

In December, 1958, *CTA Journal* published an article by Walter Stoltze entitled, "Typing in the Elementary Grades," which stirred up comment, pro and con. Since then, typewriting studies have been conducted in three major universities (Columbia, Illinois and Boston), sponsored by Royal McBee. Composite report shows that typewriter produces a favorable effect on general academic achievement for fourth and fifth graders. The 24-page report can be obtained free by writing to Royal McBee Company, of New York.

Map Reading Skills, by CTA member Allan Watson, will help enrich and reinforce social studies program. Each skill is correlated to areas of study designated by State for this program in the sixth grade. Paperback, plastic spiral-bound. \$1.50. Order from EMCO, P.O. Box 812, Campbell.

More than 100 ideas to assist the classroom teacher fulfill school and professional public relations functions are included in "Pebbles," new teachers' PR handbook published by NSPRA in cooperation with NEA Department



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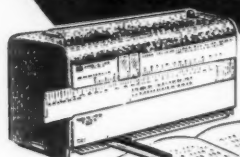
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of Classroom Teachers. Three Californians assisted editors in preparation: Wayne F. Flinn, Oakland City Schools; Mrs. Della Gregory, Long Beach schools; and Harry A. Fosdick, CTA public relations executive.

New publication from Association of School Business Officials is *The School Business Administrator*, published in cooperation with AASA. Chairman of special committee who prepared report is Dr. Frederick W. Hill, assistant superintendent in charge of business for Minneapolis Public Schools. Table of contents lists such topics as: Who Is the School Business Administrator? What Should Be the Preparation and Experience of the School Business Administrator? and When Does a School System Need a School Business Administrator? \$1, with quantity discounts available. Order from ASBO, 1010 Church St., Evanston, Illinois.

A Student Manual for Methods of Teaching, by G. D. McGrath, dean of the college of education, Arizona State University, has been published by G. P. Putnam's Sons. Secondary credential candidates may find this volume helpful in planning and recording professional experiences. Paperback, 195 pages. \$2.95.

The 1961 edition of *Boardsmanship*, guide for the school board member, is now available from Stanford University Press. Editor is H. Thomas James, Associate Professor of Education at Stanford. \$3.

Last spring, School Library Association of California (No. Section) conducted an institute at University of San Francisco, in cooperation with Vincent Claypool, representing CASSA. Proceedings are now available in bound form (54 pages) entitled, "Images of the Future." Price, \$1.25, plus tax. Order from SLAC, 214 Pacific Avenue, Piedmont 11.

Public Affairs Committee, 22 E. 38th St., New York 16, issues numerous booklets on current and everyday problems, social and personal. Latest booklet is "Tensions—and How to Master Them," by George S. Stevenson, M.D., and Harry Milt. 25¢.

January saw publication of the *Museums Directory of the United States and Canada*, first reference work of its kind to be published. All types of museums are covered—art, science, history, planetariums, zoos, aquariums, arboreta and libraries with collections other than books. More than 3,000 institutions are listed and described. Price \$7.50, from American Association of Museums, Smithsonian Institution, Washington 25, D.C.

New listings from U.S. Department of Health, Education and Welfare:

—*Elementary School Administration and Organization* (OE-23006), Bulletin 1960, No. 11. 55¢.

—*The National Defense Student Loan Program* (OE-55001A).

—*The United Nations and Related Organizations* (OE-14051) 15¢.

—*Radio and Television, A Selected Bibliography* (OE-34004) 25¢.

—*Soviet Education Programs* (OE-14037) Bulletin 1960, No. 17. \$1.25.

—*Language and Area Centers* (OE-56002) Language development program, under Title VI, NDEA. Report on the first two years.

—*The Gifted Student, Cooperative Research*, Monograph No. 2 (OE-35016) 35¢.

Also in the field of the gifted, a 6-page folder, "A Guide for Rating Provisions for the Gifted," enables teachers, supervisors and others to rate performance of their schools in

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Eaton Scientific Corporation, Pasadena, has released a set of science charts explaining the basic concepts of sound. Designed for elementary schools, the charts and supplementary text dramatize basic principles and scientific discoveries from first measurement of speed of sound to development of Sonar.

Manufacturing Chemists' Association has published a list of education aids for students of chemistry, which may be obtained without charge from that Association at 1825 Connecticut Avenue, N.W., Washington 9, D.C. Ask for "Guide to Education Aids Available From the Chemical Industry."

National Aviation Education Council is making available a book prepared by a committee of Pennsylvania teachers in cooperation with astronomers, geologists and oceanographers, entitled, "Teaching Guide for the Earth and Space Science Course." This is the book for which the Pennsylvania Superintendent of Public Instruction received a citation at the Air Force Association Convention held in San Francisco last October. \$1.

A biography of Edward Hyatt, California superintendent of public instruction from 1906 to 1919, has been written by his daughter, Phyllis H. Gardiner. Titled, *The Hyatt Legacy*, the book describes the important part Hyatt played in such ventures as extension of educational benefits to remote areas, longer school attendance, distribution of free textbooks and higher teacher incentives. Publisher is Exposition Press, New York. \$4.50 V. L. T.

EDUCATION AND THE HUMAN QUEST, by Herbert A. Thelen. Harper and Brothers, New York. 1960. 224 pp. \$4.75.

Among the Fellows at the Center for Advanced Study in the Behavioral Sciences at Stanford is the quiet, thoughtful former science teacher who in this book presents an eloquent case for his brand of common-sense education.

The jacket blurb announcing "a bold program of action to raise inquiry above mere problem-solving and so make our schools truly educative" is as unfortunate as most jacket blurbs. Dr. Thelen does not offer a bold new program, but a sincere and convincing rationale for the program the forward-looking educators have been advocating for a generation. This book is no re-hash of the group dynamics approach. It is a sprightly, readable, firsthand account of experiments, experience, and understandings that add up to a prescription for education through inquiry. The inquiry, of course, must be multilateral, teacher and pupil alike constantly inquiring into the nature of the subject, the learner, and the group. The proposal is not new, but the approach is fresh and stimulating and convincing.

For any alert inquiring schoolman whose faith in the psychological, child-centered, or group dynamics approach to education might be temporarily wavering in the face of the current wave of conservative criticisms, nothing would be more refreshing than an evening or two with Herbert Thelen's "Education And The Human Quest."

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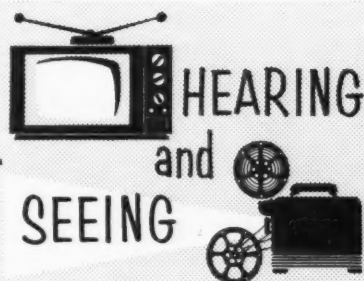
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AMERICAN COUNCIL for Better Broad-
casts, a non-profit, nationwide group dedi-
cated to the improvement of American
broadcasting, has prepared a 33-page bulletin
entitled "Teaching Evaluation of Drama and
Informational Programs as Aired on Radio and
Television." Although prepared by teachers
at all educational levels, the evaluation ma-
terial would be most helpful to those teaching
at junior and senior high school levels. In-
cluded is a 2-week lesson plan on teaching
evaluation of television drama, checklists of
questions to be asked about characterization,
story and ethical viewpoints in television
drama, as well as other suggestions for de-
veloping a continuing interest in such evalua-
tion. Copies may be obtained for 15c from the
Council at 423 North Pinckney, Madison, Wis-
consin.

A complete line of display materials is de-
scribed in a 6-page folder available free from
Freedman Artcraft Engineering Corporation,
Charlevoix, Michigan. The line is designated
by Freedman as its IMC, or Instructional
Materials Centers, and may be used in various
ways from displaying materials to creating
study supply centers.

*A Guide for the Development of Language
Laboratory Facilities* has been prepared by the
Bureau of Audio-Visual and School Library
Education in cooperation with the Bureau of
NDEA. It covers general points of view on
language laboratories, types of such labora-
tories, guidelines for establishing such facili-
ties, materials and equipment needed, and
references for developing language laboratory
facilities. The booklet has been issued by the
State Department of Education as Vol. XXIX,
No. 10, October 1960.

Radio-TV Conference

Western Radio and Television Conference
will be held this month in Salt Lake City.
Reservations should be made now. Starting
date is the 23rd. Sessions will include infor-
mation for the following: Institutional adminis-
trators having responsibilities in ETV; staging,
lighting, art, film, graphics and other craft
people; elementary and secondary school per-
sonnel interested in radio and TV; and those
interested in general and specific aspects of
radio. Information from Keith M. Engar, con-
vention chairman, University of Utah, Salt
Lake City.

Systems Development Corp., of Santa Mon-
ica, unveiled a new computer teacher system
last December at the Eastern Joint Computer
Conference in New York City. Heart of the
system is a Bendix G-15 electronic computer
programmed to sense a student's needs, re-
spond to his errors and tailor instructions to
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about the student's interests, the machine "questions" him to determine basic aptitude for a chosen field. At end of the "interview" the machine suggests a course of studies.

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—"Horizons of Science." Ten color films, each devoted to work of a top-ranking scientist. Made available through grant from U.S. Steel. Educational Testing Service produced the series in association with team of professional film journalists. Available from Film Rental Library, U.C. Extension, Berkeley 4.

—"Exploring the Ocean." Shows ocean floor, slopes and continental shelves. Investigates plants and animals, explains how all life in ocean depends on tiniest forms of plant life. Correlated with Heath Science Series. Distributed by Churchill-Wexler Instructional Films, 801 N. Seward St., Los Angeles 38.

—"Television Serves Its Community." Elementary, junior high community studies, communications science film. Follows three typical TV programs from planning stage through final transmission. From Film Associates of California, 11014 Santa Monica Blvd., Los Angeles 25.

—"Heredity." New film series designed to teach biological facts of inherited characteristics. High school or college biology classes, or general adult audiences. Featured is Dr. H. Burr Roney, professor of biology at University of Houston. Purchase, preview or rental information from NET Film Service, A/V Center, Indiana University, Bloomington, Indiana.

—"Focus on Food Dollars." Color filmstrip on challenges and rewards of skillful management of food dollars. Free on 1-week loan from Money Management Institute, Household Finance Corporation, Prudential Plaza, Chicago 1.

CINE

Committee on International Non-Theatrical Events (CINE) is a voluntary committee to establish means of selection of non-theatrical, non-U.S. Government films for showings at film festivals throughout the world. Anna L. Hyer, director of NEA A/V Instructional Service is CINE Coordinator. American winners in Europe during 1960 included: "Mark Twain's America," produced by Donald B. Hyatt of New York City (Special Award of Honor); "Neighboring Shore," produced by Robert D. Graff, New York (Golden Lion of St. Mark for films-on-art category). Both awards at Venice International Film Festival.

—"Rhapsody of Steel," (U.S. Steel Corporation) produced by John Sutherland Productions of Los Angeles. (Diploma of Merit, International Edinburgh Film Festival.)

American films were in greater demand at these world-famous film festivals during 1960 than ever before, according to Ralph L. Hoy, CINE chairman.

ETV

Bay Area ETV station, KQED, in January began presentation of "The Red Myth," an exploration of communism myths and methods, and nature of its present threat to the free world. Thirteen half-hour programs make up the series, each to be shown Tuesdays, Wednesdays and Thursdays, through March 30.

No. 17 of General Precision's TV Educator, a bulletin on educational TV news, covers "An Introduction to Microwave," important to educators since FCC amendment makes this band available for ETV. General Precision is in Pleasantville, New York.

Commercial TV

Teachers in the Los Angeles area will want to get on the mailing list to receive the monthly bulletin furnished through cooperation of the seven TV stations there. Programs of information, education, culture and special interest are listed. George L. Moskovics, editor, is at 6121 Sunset Blvd., Los Angeles 28.

CBS

Fourth season on "New York Philharmonic Young People's Concerts" opened early in January, again with Leonard Bernstein conducting. New feature on the show this year are more close-ups of the conductor, the orchestra and the audience, Sundays, 4 to 5 P.M.

"G-E College Bowl," college student quiz show, ought to provide incentive to students to "go and do likewise." This show, which began in 1953 as a radio feature, is still going strong and bringing scholarships to the winning student-team's school from week to week. Sundays, 5:30 to 6:00 P.M.

"The Twentieth Century," now in its fourth year, has brought some worthwhile shows to the viewing public in the past. January shows included "The College Panic," a survey of current college admission problems. Coming up in February are "City Under the Ice," filmed on location on the Polar Ice Cap in Greenland; "Minuteman!" our missile-on-wheels, filmed at Cape Canaveral; and "Minister of Hate," story of Goebbels, propaganda chief for Hitler.

ABC

January 29th was starting date for a new ABC News and Public Affairs Series, "Meet the Professor." Each week the program features an outstanding teacher from a different college or university, presenting the professor in the setting of his institution, his community and his involvement in the teaching-learning process. Sunday show. Check broadcast time in local papers.

"Expedition! Local," on February 28 will feature "Behind the Names," brief stories of how and why the colorfully-titled sites of Golden Gate Country acquired their names. Among those to be mentioned are Tamalpais, Vallejo and Benicia. "Expedition!" is seen Tuesdays in San Francisco over KGO; on KJEO Fresno, on an 8-day delay, on Wednesdays. KJEO carries the same "Local" show as San Francisco.

Teachers in the Bakersfield area should be familiar with "School Days," the program over KERO-TV which depicts actual classroom instruction methods, utilizing students and teachers in a classroom atmosphere. This is the program which won a CTA John Swett Award for the station a little over a year ago.

NBC

New shows coming up on KRON, San Francisco, include "The Western Way" and "Speak Up," both produced by University of Michigan Television. Broadcast dates have not yet been selected, but both shows sound well worth waiting for. "The Western Way" will be a series of 15 half-hour telecasts devoted to a close study of the most important period in our country's frontier history—the development of the American West. Michigan Professor Niel Snortum explores reality and myth of this colorful period.

"Speak Up" will explain and demonstrate the details of parliamentary procedure and its definite rules for orderly and efficient handling of meetings. Host for this 15-program series will be N. Edd Miller, Michigan Professor of Speech. V. L. T.

COWS IN SCHOOL

By Jean Harris

"STEAK TODAY . . . steak today . . ." is the murmur of suppressed anticipation which permeates the building. This morning during lunch count, the routine process takes on new meaning for children and teachers alike. "Steak today!"

It all began in 1955 at a meeting of the Castaic board of trustees. Roy Holder, for two years supervisor of maintenance of the elementary school, proposed an idea which would give additional utilization of the 22-acre campus. Mr. Holder suggested to the board that six and a half acres be converted into permanent pasture for a

Miss Harris, while completing her master's degree at San Fernando Valley State College, served as a substitute teacher. Her brief stay in a little rural school inspired this story.

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small herd of beef cattle. This plan was put into immediate action, and in the five years since, Castaic has been provided with its own cafeteria beef. Under the superintendency of J. Clark McGinnis, the program has continued and grown.

The plan is simple. The calves are bought when six months old, and progressive age selection of 10 to 18 head are maintained. At intervals, the two-year-old beef is slaughtered, inspected, cured, and butchered into various cuts for future use by the cafeteria. As Superintendent McGinnis states, "More meat and better meat is thus provided than we could have otherwise." Incidentally, 98 per cent of the children eat lunch at the school for a low 15 cents per day.

Castaic elementary school, part of the Los Angeles county system, is 19 miles northwest of San Fernando, on Highway 99. It is located in hills dotted with yucca and scrub oak, occasional cattle, horses, and fields of alfalfa. A few of the homes can be seen from the highway, but more are scattered back in the hills—and the children's addresses read Elizabeth Lake Canyon Road, San Martinez-Chiquita Canyon Road, etc.

The school is set in an oasis of green shade. It has an obvious dual stage of growth. The stucco central building is flanked by modern red-brick classrooms. Utilization of the school's 22 acres of grounds has been a gradual process as well. Each step has helped to make the school a true community center. A swimming pool and bath house was built in 1955, and since that time Grades 3-6 have looked forward to their physical education period with particular zest in the early fall and late spring swimming lessons. Summer activities include swimming from age five upward—free. In 1953 a community building was re-modeled which is the setting for any festivity or serious meeting the people desire.

Looking from the park grounds, across the modern swimming pool to the peaceful school and the quietly grazing "meat supply," brings nostalgia. Castaic has built, through its union school, a way of life for its community which is passing from the American scene, reminiscent of the self-sufficiency and growth of our earlier communities.

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FEDERAL TAXES ON RETIREMENT BENEFITS

Retired teachers will be helped by the booklet, *Federal Taxes on Benefits From Your Retirement System*, first published in December 1958, and now in its third edition. This 45-page booklet explains and illustrates how retired taxpayers can properly and most advantageously fill out their federal income tax returns.

During our working days, reporting salary income is simple. After retirement, we face many complications, especially in reporting that income which comes from a retirement plan or an insurance policy. The amount of tax due—and, even the place on the tax form where annuity income is to be reported—depends upon a number of if's, and's, and but's. This booklet was prepared to lead taxpayers through the maze. After the general principles which are applicable in specific circumstances are explained for each category of retired taxpayers and for each kind of retirement income, actual case studies are used with photostatic copies of parts of the income tax return to illustrate these principles.

The third edition reveals changes made during the summer of 1960 in the taxation of benefits received by those retired for disability before reaching normal retirement age. The new rules are more generous to disabled taxpayers than the old rules. In fact, some disabled taxpayers are entitled to claim refunds on past years' taxes because they paid more under the old rules than they would owe under the new rules. Also, typically, disabled taxpayers are given an additional three years of taxfree income under the new rules.

For insurance policies and for benefits at normal retirement from a joint-contributory plan, this booklet includes the annuity tables required by the Internal Revenue Service for the computation of the portion of income which is nontaxable under certain conditions. The booklet also shows how death benefits are taxable to survivors of active and retired members of retirement plans.

Federal Taxes on Benefits From Your Retirement System is written by Madaline Kinter Remmlein, who for over 20 years served on the staff of the National Education Association as a specialist in retirement and taxation. She is nationally known as an authority in the field of taxation of retirement income. The booklet costs \$1 and may be obtained from the Interstate Printers and Publishers, Inc., Jackson at Van Buren, Danville, Illinois.

CTA MEMBERSHIP for 1961, as reported at state headquarters December 31, was 81,137 (compared to 72,445 memberships for 1960 as recorded the last day of 1959). Expected peak for the year will be in excess of 125,000.

U.S.S.R. REFORM

(Continued from page 15)

gether. Instead they have left it sufficiently ajar, they feel, to maintain motivation at a high level. By so doing, they have modified Khrushchev's original recommendations in a way which undoubtedly could never have occurred in Stalin's time.

This is not to say that Khrushchev's reforms, modified or not, do not represent a backward step in the history of education, for without a doubt, they do. They represent a denial of the western (and heretofore Soviet) belief that ever-increasing education for human beings is a goal constantly to be striven for. Everywhere in Europe and elsewhere free secondary education is being extended to more and more people. But, since it suits their present purposes to do otherwise, the Soviets have decided to move in the opposite direction.

In all fairness, however, it must be stated that *college-preparatory* education as a goal for *all* students—which was the Soviet goal during the past decade—is probably neither desirable nor realistic, especially in a country whose labor force had been significantly decreased by war. The untenability of this type of educational system was realized by Russian officials and many alternative solutions were open to them.

Here in America, we have tackled the problem by establishing for *all* children the multitacked, comprehensive high school. In addition, we expand our higher educational facilities as the demand grows. This system, whatever its faults may be, is undoubtedly the one most consistent with our democratic philosophy and traditions.

Russia inherited from Czarist times the tradition that education should be for but a small minority of the people. From the Communists, Russia learned that human life has worth only insofar as it serves the state in accordance with Party dictates. Education in the U.S.S.R. beyond what is useful to the State is therefore wasteful and to be discouraged.

The present Soviet Government has chosen to cut down to eight years the education of 30-40 per cent of its youngsters, and to allow only 10 per cent of its students to attend daytime college. This decision is as consistent with Russian tradition and philosophy as ours has been consistent with the American view of life.

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110. **France**—16-page booklet, in color, with charming cover and illustrations by well-known French artists. Contains helpful information on what to see and look for in various regions of France. Included is information on Eurailpass, the one ticket good for one, two or three months of unlimited railroad travel in 13 European countries. (French National Railroads)

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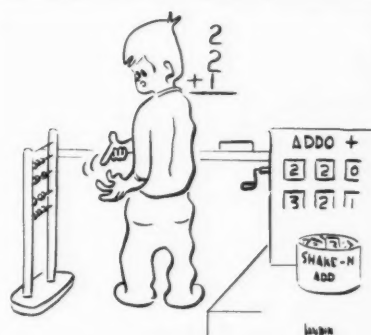
4. Literature with information about the Mason Protected Fund Raising plans for schools and school groups. (Mason Candies, Inc.)

22. **Good Books for Children.** Catalog of supplementary books for use in elementary grades. Books are classified by subject and show reading and interest levels. (Benefic Press)

34. **For Better, Faster Reading.** 4-page brochure on the Rateometer, a motor-driven device for improving reading rate and comprehension; Eye-Span Trainer, hand-operated card shutter for improving reading skill; and Flash-Tachment, for converting any 2 x 2 slide or filmstrip projector into a tachistoscope. (Audio-Visual Research)

44. **Brochure** on different kind of tour through Europe and corner of Africa. Gives itinerary and costs for 20 countries in 70 days, summer 1961. (Europe Summer Tours)

50. **Samples** with brochure and pieces of cardboard cutout letters for use on bulletin boards, exhibits, and posters. (Redikut Letter Company)



"And two makes three and one makes four and ..."

65. **Folders** on Summer Sessions at Guadalajara, Mexico, and Valencia, Spain, and itineraries of European tours for 1961. Univ. of San Francisco Exten. (Dr. Sanchez)

67. **Bulletin and Application Information** for University of Hawaii tour. Gives Summer Sessions plans, plus social and sightseeing activities. (University Study Tours)

90. **Literature** on comprehensive European travel planned especially for teachers and students. Study abroad, if desired. (Dr. Berg)

94. **Folder** on courses offered in Summer School at Guadalajara, Mexico. Accredited program of University of Arizona. (Juan B. Rael)

97. **Catalog** of achievement award emblems and medals for all school subjects and activities. 200 titles from which to choose. (Award Emblem Mfg. Co.)

122. **Folders** with itinerary of European tours and South Pacific Study Cruise. (Redwood Travel)

1. **Samples** of cut-out letters for use on bulletin boards, signs, posters, etc. (Mutual Aids)

123. **Brochure**, illustrated, on each Multi-level Reading Laboratory and on Reading For Understanding. In ordering, indicate grade level needed: a. Grades 4, 5 & 6; b. Grades 7, 8 & 9; c. Grades 10, 11 & 12; d. Grades 3 through 12 (Science Research Associates)

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JOURNAL 4.1

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2. I like best the long articles ☐, short articles ☒, brief news items ☐ editorials ☐.

3. Regular "departments" in the Journal which are useful to me (check if used or read regularly):

calendar of events <input type="checkbox"/>	President's questions and answers <input checked="" type="checkbox"/>
book reviews <input type="checkbox"/>	hearing and meeting (A/V aids) <input checked="" type="checkbox"/>
notes in the margins <input type="checkbox"/>	financial statements <input type="checkbox"/>
main sections <input type="checkbox"/>	can't say <input type="checkbox"/>

4. For example, I prefer (in order): photographs of people ☒, photographs of California ☐, names ☐, hand-drawn art cartoons ☒, etc. ☐.

5. I like ☐ do not like ☒ special editions of the Journal in which articles of related interest are published.

6. I want to read MORE in the Journal about:

CIA policies and programs <input type="checkbox"/>	biographical sketches on successful teachers <input type="checkbox"/>
educational theory <input type="checkbox"/>	newer and/or cartoons <input type="checkbox"/>
history of education and CIA <input type="checkbox"/>	other <input type="checkbox"/>
classroom aids to good teaching <input type="checkbox"/>	

7. I am a classroom teacher ☐ administrator ☐. Members of my family also read the Journal ☐ I place my Journal in a public place where I finish it ☐ I save my Journal for future reference ☐ I throw mine away ☐.

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PUBLICATIONS

8. All the publications in the President's Kit distributed at this conference will be useful ☐; I prefer to order individual items as I need them ☐. I shall return unnecessary publications after this conference ☐.

9. I have placed appropriate publications in the hands of committee chairmen and others ☐; I expect to order more publications for committee use this year ☐. I tried and distribute CIA publications extensively ☐ occasionally ☐ not at all ☐.

10. I should like to see publications on: (specify subjects) the economy
is constantly improving
keep up the good work - thank you

CIA

CTA

READER tastes are important to editors. At the seminar for presidents of local associations a few months ago we tried to find out what your leaders liked or didn't like about *CTA Journal*—and 114 of them filled out our questionnaire.

By a vote of 96 to 7 we found that readers like special editions better than issues having contents of wide diversification in subject. Somewhat to our surprise we found that photographs of California scenes for covers were favored over pictures of people or artwork. But this may have been a close draw because about 40 per cent wanted variety of subject and treatment.

We confirmed our prejudices when Harry Fosdick's "What I'd Like to Know Is . . ." rated 88 first place votes for "back-of-the-book departments." Then in order came calendar of events, humor cartoons, book reviews, audiovisual aids, notes in the margin. Short articles are more popular than long articles and editorials rate higher than

brief news items. It was encouraging to know that 56 respondents read ALL the *Journal*, 25 read MOST of it—but 33 indicated they read LITTLE (thank goodness, nobody checked NONE).

We did not ask for an appraisal of specific articles or pages but we were happy to note that there were 85 check marks for "CTA policies and programs" under the line "I want to read MORE in the *Journal* about." Next in order came "classroom aids to good teaching" with 76, "educational theory" with 33, "biographical sketches of successful teachers" with 27. Humor cartoons had good support but history of education was far down the list.

A very sizeable percentage of respondents save their *Journals* for future reference and one magazine out of three is read by other members of the family. One out of five of the journals printed are placed in doctors' or dentists' offices, usually as a local association public relations project.

J. W. McK.

Teacher Talk



"What do you think of Joe's idea of giving all the kids in the district the same exams instead of having each teacher prepare his own? He says anything that can be taught can be measured and all the students who study appreciation of literature should be tested by the same standards."

"Hold on, Bud. My kids are learning to appreciate poetry, and you know it and I know it, but how are we going to measure it?"

"I'm not sure what you mean by appreciation, but if you mean discriminating perception or knowledgeable enjoyment, then why can't you test them by presenting half a dozen appropriate poems and asking them to write their reactions to one or more? It should be no harder to evaluate their responses than to recognize the appreciation you were trying to teach in the first place. If you

are willing to make an arbitrary selection of what poems to teach or what constitutes appreciation, then you should be able to judge which pupils demonstrate high level, average, or low level appreciation."

"But not all teachers teach the same way or use the same poems."

"Of course not, but if you agree that there is such a thing as appreciation of poetry that should be taught, then the student who has learned it will reveal what he has learned, whatever teaching method was used and whatever poems are used in the test. Otherwise he has not learned appreciation of poetry, he has simply been trained to react to certain specific poems."

"But you can't have standardized exams in a profession."

“Why not? Law is not a precise subject with exact answers. Lawyers disagree on the facts in nearly every

case, and half the decisions handed down by the highest court are split decisions, many of them 5 to 4. But when the state decides who is qualified to practice law it offers one examination to everyone, regardless of what law school he attended. If you've learned your law, you're in."

"There is no reason in the world why the same principle cannot apply to high school standards. If all the juniors in our school system have studied a course called U.S. History to learn to understand and appreciate our national heritage, why shouldn't we give them all the same exam to see how much they have learned?"

"Boy, that would be hard to do. Think of all the . . ."

"Of course it's not easy. Are we going to continue to duck all the hard ones—and continue to bawl out the kids for doing the same?"

These quotes represent divergent views which might be heard in any faculty lounge —on the theme suggested by this Journal issue. They are written each month by Donald W. Robinson, teacher at Carlmont high school, Belmont.



PAY DAY!

A wonderful day for most teachers—BUT it can be a sad day for those who are disabled. Especially if there is no salary check because sick leave has been exhausted.

Your CTA has met the need for continued income beyond sick leave by making the CTA Income Protection Plan available to its members through CTA Chartered Chapters.

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The majority of local CTA Chartered Chapters already provide their members with the opportunity of having a cash income when sick or injured and sick leave benefits are exhausted.

These Chapters Endorse the CTA Group Income Protection Plan, the modern way to help protect a teacher's greatest asset—the ability to be at work and earn a salary.

If your Chapter does not as yet sponsor the CTA Group Income Protection Plan, urge your Chapter President or Welfare Chairman to contact the nearest Washington National office shown below. Information will be furnished promptly and the services of a staff of specially trained field representatives is available to assist your Chapter in enrolling.

Washington National Insurance Company
EVANSTON / ILLINOIS

LOS ANGELES, CALIFORNIA
3175 WEST 6TH STREET
DU 5-1751

SAN FRANCISCO, CALIFORNIA
681 MARKET STREET
DO 2-2597

CTA MEMBERS SAVE TO 40% ON CAR INSURANCE IN ONLY STATE CTA-SPONSORED PLAN!



SAVINGS



22% DIVIDEND is currently being paid at policy expiration! The amount is determined each year on the basis of actual claims of all 30,000 CTA policy-holders. About \$780,000 was distributed last year—an average of \$26.

30% DISCOUNT off standard, or "Board," rates for major coverages is reflected in low initial premiums!

25% EXTRA DISCOUNT is allowed on major coverages for added pleasure cars if there are no male drivers under age 25.

TOTAL SAVING is over 40 per cent of "Board" rates! Even members who were previously insured by "Non-Board" companies at sub-standard rates are saving to 20 per cent!

UPON RETIREMENT you may convert to California Casualty's general preferred risk plan with substantial savings over "Board" rates.

NATIONWIDE CLAIMS SERVICE throughout the 50 States and Canada is provided by more than 2,000 of the same reputable independent adjusters used by other leading insurance companies! **TOWING COVERAGE** is obtainable for as little as \$2 extra premium! *In the ten years that this plan has been in operation over \$7 million has been paid on 60,000 claims!* Hundreds of unsolicited letters have been received praising the speed and generosity of settlements!

FOR IMMEDIATE
COVERAGE
phone collect:
L. A.: MA 6-1461
S. F.: EX 7-3500
Sacto: HI 4-8323



SEE HOW MUCH YOU MAY SAVE Convince yourself that this insurance is best for CTA members. No matter when your present policy expires, fill in and mail the reply form today for details and exact costs of 3 suggested plans for your car.

CUT ALONG DOTTED LINE AND MAIL TODAY

➔ CALIFORNIA CASUALTY INDEMNITY EXCHANGE — TEACHERS PLAN • 417 SOUTH HILL ST., LOS ANGELES 13 • 550 KEARNY ST., SAN FRANCISCO 4

I AM INTERESTED in your CTA-sponsored plan which may save me 40 per cent on car insurance. Please mail details and costs without obligation. (To quote **LOWEST RATES** to which you are entitled we must have **ALL** data requested.)

Teacher's Name _____ Age _____ Birth Date _____ Date Present Policy Expires _____

Address _____ City _____ County _____

Spouse's Age _____ Birth Date _____ Age and Birth Date of any OTHER MALE driver of THIS car living in same household _____ Principal Driver ☐ Occasional Driver ☐

Home Phone No. _____ School Phone No. _____ *Car Year & Make _____ Model (Bel Air, Fairlane, etc.) _____ Body Type _____ No. of Cyls. _____

*Mo. & Yr. of Purchase _____ *New ☐ *If car is regularly driven to work, (*For rates on other owned)
Used ☐ approx. miles ONE WAY _____ (cars attach this information.)
(Check One)

(Only CTA and SCTA members can qualify for policies in this plan. SCTA members eligible if have completed, are now, or will start student teaching within 30 days from date of policy.)



OFFICE USE
Terr. _____
Cl. _____
Sym. _____